

**Developing a Realistic Programme for
Teacher Educators on the Basis of an
Analysis of their Professional Jobs**

(An NCERT Research Project)

B. D. SRIVASTAVA

SAHAB SINGH

VIDYA BHAWAN

**GOVINDRAM SEKSARIA TEACHERS' COLLEGE
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I N T R O D U C T I O N

This research was originally undertaken by Dr. L.K. Oad who prepared the design and the questionnaire. Both he and his research assistant, Shri Panna Lal Verma, however, left the College before the questionnaires could be sent out. Principal S. N. Mukerji then asked Shri B. D. Srivastava to complete the assignment with the help of another research assistant, Shri S. R. Gangopadhyaya who also left before completing the work. Fortunately Shri Sahab Singh offered to help Shri B. D. Srivastava in completing the assignment.

Both Shri B. D. Srivastava and Shri Sahab Singh have tried to do their best with the data that could be gathered through the tools designed by others. In spite of inevitable handicaps, because of so many changes, this research has been able to locate a large number of actual jobs which our teacher educators in Training Colleges are actually performing and for which there is hardly any provision in the teacher education courses at the M.Ed. level which are supposed to be specially designed to prepare these teacher educators. They have attempted to remove this major defect in their proposed syllabus for the specialised course in teacher education at the M.Ed. level. This syllabus may be tried and improved in the light of actual experience.

We would like to place on record our gratitude for all the help and cooperation received from the Principals and staffs of the Teachers' Colleges which responded to the questionnaire and from all the teachers and educationists who gave their valuable time to our research assistants for personal interviews.

K. N. Srivastava
Principal

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C O N T E N T S

Developing a Realistic Programme for Teacher Educators on the Basis of an Analysis of their Professional Jobs

The quality of education in our primary and secondary schools cannot be improved without a qualitative improvement in the professional knowledge and efficiency of our teachers at both the levels; and the quality of school teachers cannot be improved without improvement in the quality of the teacher educators in our teachers' colleges. But the quality of our teacher educators is generally poor. A study of the staff of secondary teachers' colleges has "revealed that 40 per cent of the staff in these institutions have only B.A. degree in addition to the B.Ed.; 56 per cent hold a master's degree in education or in an academic subject; only 2 per cent have a doctoral degree".¹

Efforts^{Ross,} however, have been made in recent years to raise the qualifications of the staff of secondary teachers' colleges. A master's degree in education, in addition to a master's degree in an academic subject, has begun to be emphasised, or at least, preferred. But this step is not likely to solve the problem effectively. "Surveys reveal

1. Report of the Education Commission, 1964-65, p. 70.

that the intellectual and academic calibre of entrants to the B.Ed. course is not high. This follows from the fact that the B.A. is considered to be a necessary qualification for admission to the M.Ed. course and not many first or second class graduates choose to go in for the B.Ed. course because of the poor prospects in the teaching profession".²

Again, for a long time we have been accustomed to a uniform programme for the professional education of all categories of personnel in the field of education. Most of our secondary school teachers, headmasters, inspectors of schools, guidance officers and teacher educators have undergone exactly the same type of training. But the nature of the problems faced by guidance personnel, school inspectors, teacher educators and secondary school teachers are sufficiently different to justify specialised courses for the training of each category of personnel. These specialised courses can be effectively organised only at the master's degree level in education, because specialised courses at the B.Ed. level consisting of just one additional paper in a field are too inadequate for the purpose. But the existing courses for the master's degree in education "lack effectiveness and direction". They "are not closely linked with professional needs at a higher level nor do they have the depth and intensity necessary for the study of education as an academic discipline. They

2. *ibid*, p.76.

appear to have grown out of the B.Ed. courses without any clear idea of their purposes".³

Some efforts have been made in recent years to reorganise the syllabus of the B.Ed. course on the lines suggested by the National Commission,⁴ or the model syllabus suggested by the All India Association of Teacher Educators. These syllabuses generally contain two or three compulsory papers and three or two optional papers to be chosen from one or two special areas like educational administration, guidance and counselling, teacher education, etc., in addition to a dissertation on a topic from the optional field. Most of these specialised courses are borrowed from the practices in other countries and are generally based on unsubstantiated assumptions and hunches. But an effective course in any specialised field like teacher education should be based on the findings of scientific research. In order to be realistic, the specialised course must be directly related to the duties, responsibilities and problems of the field. It is, therefore, proposed to study the actual duties and responsibilities of teacher educators in our secondary teachers' colleges, examine the existing courses for their training and ~~also~~ suggest a more realistic programme for them.

THE PROBLEM

How can we develop a realistic programme for teacher educators specially of our secondary teachers' colleges in India?

3. *ibid*, p. 76.

4. *ibid*, p. 76.

In recent years a specialised course has been introduced at the M.Ed. level called "teacher education". The main purpose of this course is to produce effective teacher educators for our primary and secondary training institutions in the country. This special course of "teacher education" should not be confused with the general meaning of "teacher education" which includes the entire programme of a teacher training institution meant to produce suitable teachers for our primary and secondary schools. In this study we propose to examine the existing syllabuses of teacher education at the M.Ed. level, to develop suitable criteria for making them realistic and to suggest a tentative syllabus on the basis of an analysis of the professional jobs of teacher educators in a secondary teachers' college.

MAIN OBJECTIVES

Thus the main objectives of the study are;

- (i) To analyse the job of a teacher educator in a secondary teachers' college from the following three angles:
 - (a) Expectations of the Education Code, Principals of teachers' colleges, educationists and teacher trainers;
 - (b) The teacher educators' own perception of his job; and
 - (c) the actual[^] job performed by him in the teachers' college.
- (ii) To examine critically the existing syllabuses of the specialised courses in teacher education at the M.Ed. level; and
- (iii) To prepare a tentative syllabus in teacher education for a try-out and finalisation at a later stage or in a subsequent research project.

DEFINITIONS

1. The jobs of teacher educators only in secondary teachers' colleges will be studied, i.e., teachers' colleges which train graduate teachers for secondary schools. The training institutions which prepare teachers for primary schools will be excluded from the study.
2. Only teachers' colleges or some standing in the states of Rajasthan, the Punjab and Madhya Pradesh will be studied.
3. The jobs of a specialist nature such as psychotherapy, physical education, art, etc. will not be studied. Only those jobs which a teacher educator actually performs will be studied.
4. Only a tentative syllabus in teacher education for the M.Sc. optional course will be prepared. Its try-out may be done in a subsequent phase which may become an independent research project.

SOME ASSUMPTIONS

(i) Successful teaching and guidance work in a secondary teachers' college requires specialised training.

(ii) If a teacher educator is conscious of his job requirements, his efforts are likely to be well directed and his efficiency is likely to improve.

(iii) A syllabus of professional training may be called realistic only if it is based on the multifarious jobs related to the profession. Without harmony between the training programme and the actual job-requirements, the trainees cannot be expected to perform their jobs well.

(iv) The duties and responsibilities of teachers and teacher educators have become increasingly comprehensive and complex in recent years. A periodical revision and reorganisation of the education programme of teachers and teacher educators are, therefore, highly desirable.

CRITICISM OF PLANS USED

(i) Realistic Programme. Most of our B.Ed. and M.Ed. syllabuses have been framed on an a priori basis, that is, on the basis of unverified assumptions. Several items have been included in the syllabuses only because they appear to us theoretically or logically desirable. We have never tried to find out how far they are practicable or actually useful in solving real problems of schools. By a "realistic programme" of teacher educators we mean a programme which takes into consideration not only the actual jobs performed by teacher educators but also the needs and expectations of secondary school teachers, inspectors and others.

(ii) Teacher Educators

By "teacher educators" we mean the staff of secondary teachers' colleges. The staffs of the training institutions for primary school teachers are also teacher educators but they have been excluded from the scope of this project.

(iii) The Programme of Teacher Educators

The M.Ed. syllabus in our universities generally consists of two parts - part I containing compulsory papers and part II one or two papers from various special fields like Educational Administration, Educational and Vocational Guidance, Comparative Education, Teacher Education, Measurement and

Evaluation, etc. In addition, there are also a dissertation on a topic from the selected field of specialisation and a viva voce. In this sense the entire M. Ed. programme ~~may be regarded~~ may be regarded as the programme for teacher educators. But for the purposes of this research project, we confine ourselves to the syllabus of the special field of teacher education at the M. Ed. level in our universities. So by "the programme of teacher educators" we mean the syllabuses prescribed by the universities for the various papers in the area of teacher education for their master's degree in education.

THE SAMPLE

It is proposed to take up only a few teachers' colleges in three states, viz., Rajasthan, the Punjab and the Madya Pradesh for personal visits for observation and interviews. Five colleges from each state were selected on the basis of their standing and variety of managements - one or two government colleges, one university college and one or two private or regional colleges. The following colleges in the three states were selected ;

<u>Rajasthan</u>	<u>Madya Pradesh</u>	<u>Punjab & Haryana</u>
1. Vidya Bhawan Teachers College, <u>Udaipur</u> .	1. Govt. College of Education, <u>Bhopal</u> .	1. College of Education, <u>Kanaksheeta Uni.</u>
2. Banasthali Vidya- path College of Education, <u>Banasthali</u> .	2. Govt. College of Education, <u>Bewas</u> .	2. Govt. College of Education, <u>Amara City</u> .
3. Govt. Teachers' Training College, <u>Ajmer</u> .	3. University College of Education, <u>Indore</u> .	3. Govt. College of Education, <u>Chandigarh</u> .

1. Govt. Teachers' Training College, <u>Sikser.</u>	4. Govt. College of Education, <u>Madurai.</u>	7. State College of Education, <u>Madurai.</u>
2. Regional College of Education, <u>Amber.</u>	5. University College of Education, <u>Madurai.</u>	8. Govt. Training College, <u>Madurai City.</u>

For purposes of collecting data ^{through} the questionnaire-cum-rating scale, all the teachers' colleges of some standing from other states were also included.

PROCEDURE, TOOLS AND TECHNIQUES

On the basis of the relevant literature¹ available in the college library and on the basis of interviews with a number of teacher educators and observation of their actual work in the teachers' colleges, the following major areas or jobs of teacher educators were identified:

1. Student Teaching (i.e. Practice Teaching);
2. Theory Teaching (i.e. the teaching of theory papers);
3. Tutorials;
4. Evaluation and Examination;
5. Organisational responsibilities;
6. Diagnostic and Remedial Programme;
7. Guidance in research;
8. Development of Curriculum;
9. Professional Growth and Professional Leadership;
10. Guidance and participation in co-curricular programmes.

1. See Appendix I for details.

Then, specific jobs of teacher educators in each area were located with the help of observation and interviews mentioned above and a questionnaire-com-rating scale was prepared for teacher educators. This questionnaire-com-rating scale was tried out and discussed with ten local, experienced teacher educators with regard to the categories, individual items and their organisation and the language used. In the light of the discussions, the two major categories called Evaluation and Examination and Diagnostic and Remedial Programme were eliminated as separate categories and the various items under them distributed among the other categories, eg., items of evaluation and remedial work about student teaching were placed under the category called Student Teaching, items of evaluation and remedial work about theory teaching were placed under the category called Theory Teaching, and so on. The questionnaire-com-rating scale in its final form* has the following eight major areas:-

- (1) Student Teaching;
- (2) Theory Teaching;
- (3) Tutorials;
- (4) Guidance in Research;
- (5) Organisational Responsibilities;
- (6) Curriculum Development;
- (7) Professional Growth and Professional Leadership;
- (8) Guidance and Participation in cocurricular Programmes.

With regard to the specific jobs under each major category, there are 30 items under Student Teaching;

* See Appendix II.

10 items under Theory Teaching; 10 items under Tutoring, 10 items under Partance in Research; 10 items under Organisational responsibilities; 10 items under Curriculum Development; 10 items under Professional Growth and Professional Leadership; and 10 items under Partance and Participation in Vocational Programmes.

The purpose of the questionnaire-rating scale was twofold - to find out what teacher educators actually do and do not do, and also their opinion about what should or should not be done. Thus there were five opinions for each item:

1. Nothing I do.
2. Occasionally I do.
3. I do, but I believe a teacher educator should not be expected to do it.
4. I don't do but I believe a teacher educator should do it.
5. I don't do and I believe a teacher educator should not be expected to do it.

The mixing of the two purposes - finding out what teacher educators do or don't do and finding out their opinions about what is desirable and what is not desirable - became a little confusing. The respondents were required to check two options which they very often could not do without involving themselves in contradictions. Luckily, however, only one or two per cent respondents filled in two contradictory options and these were easily ignored without much loss to the quality of the data.

Interview schedules* were also prepared for educationists, teachers' college principals, authorities of the state departments of education and S.S.T. teachers and

* See appendices for copies.

trained secondary school teachers in order to find out their expectations of teacher educators and their opinions and suggestions about the jobs of teacher educators.

Teacher educators at work in their classrooms were also observed. They were observed in three specific situations, viz., during lecturing, during guidance and supervision of student teaching and during guidance in research work. In order to make the observations as objective as possible, observation schedules* for these three areas were prepared in advance. The suggestions from the N.C.E.R.T. that this observation should be done by more than one person by associating local people could not be implemented. The observations were done by the research assistant on the basis of approved observation schedules.

SURVEY OF RELATED LITERATURE

Plenty of research has been done both in India and outside on the various aspects of the work in the training colleges on the problems of the trainees, on practice teaching, on the relations between the teachers' colleges and practising schools, on the methods of teaching various school subjects, on the preparation and standardisation of achievement and intelligence tests, etc. Some of the researches** specially those carried out in this college, have been summarised by the research assistant and appended to this report.

The problems of the B.Ed. and M.Ed. syllabuses were also considered by the National Association of Teacher Educators.

* Copies enclosed in ap endices.

** Please see the appendix.V.

In 1964, the Indian Education Commission appointed a study group, in collaboration with the National Association of Teacher Educators, to examine the existing B.Ed. and M.Ed. programmes and to prepare a model syllabi for both the examinations. The draft syllabi of both the courses were discussed at the Eighth Conference of the Association and later referred to all the universities of the country for suggestions. Expert opinions of Indian and foreign educationists were also sought. The drafts of the B.Ed. and M.Ed.* courses in their final form were brought out by the NATE in 1966.

Recently the Department of Teacher Education, N.C.E.R.T., New Delhi organised two conferences one at Bhopal (October 5-10, 1974) and the other at Delhi (March 22 and 23, 1975) to give a fresh look to the B.Ed. programme and to bring it up-to-date for use on an All India basis. The report of these conferences is just out. It deals elaborately with the admission, duration, objectives and the syllabi of the B.Ed. Programme.

Chapters of this report

The report of this research project will consist of the following chapters:

Chapter I - INTRODUCTION.

The Problem - its delimitation, objectives, assumptions, explanation of terms, procedures, tools and techniques, related literature, chapters of the report.

* N.A.T.E. (1) The B.Ed. Programme, (2) The M.Ed. Programme, 1966.

Chapter II - Expectations from Teacher Educators

by the Education Code, Education Department
officers, Teachers College Principals, Teacher
Training, Educationists etc.

Chapter III - The Perception of Teacher Educators
about the Requirement of their Jobs.

Chapter IV - Views about the Duties of Teacher Educators,
and Observation of their Actual Programmes

Chapter V - Review of the Existing Courses in Teacher
Education in the light of the conclusions of
Chapter III and IV.

Chapter VI - Developing a Tentative Syllabus in Teacher
Education for the B.A. level.

Chapter VII - Summary and Conclusions with suggestions
for further research.

U. I. 28. C. I. 28. 11

THE EDUCATION CODE AND THE EDUCATION CODES

It was proposed to find out what is expected from teacher educators by studying the educational codes and circulars of the state departments of education and by interviewing inspectors of schools, teachers' college principals, teacher trainees and educationists. It may be surprising, but it is a fact that in spite of our best efforts we could procure a printed copy of the education code of Punjab alone. The education codes of Rajasthan and Madhya Pradesh were not available. The research assistant, however, tried to study them in the state department offices. However, no great damage has been done, as these education codes contain hardly anything about the duties and responsibilities of teacher educators in the secondary teachers' colleges. They only discuss grant-in-aid rules to various societies and institutions, fees, scholarships and stipends, qualifications of teachers for teaching at various levels, general rules about school buildings, furniture, apparatus, etc. At best, they mention the responsibilities of teachers in service, specially in connection with the maintenance of discipline in schools and the relationships with the students, e.g.

"134. Teachers are not permitted to borrow money from their pupils, not to have any pecuniary dealings with them in a private capacity" 1.

1. Punjab Education Code, 1956 reprinted in 1959, Article 134.

The Education Code of Rajasthan also lays down the duties and responsibilities of teachers in service but in greater detail, including such things as healthy attitudes on the part of the teachers, personal appearance and habits, using various facilities to the needs of individual students, providing opportunities for group activities, equipping themselves with the latest knowledge, participating actively in the co-curricular activities, enlisting cooperation of students' guardians, maintaining records of students' achievement, avoiding negative measures or punishment, etc.

Interviews with educationists, teachers' college principals, officers of the state departments of education were equally unfruitful as far as the expectations from teacher educators in specific terms were concerned. Most of these interviews were conducted by the research assistant and the interview^{ee}s generally had no time to see him. They, however, directed him to see one of their assistants who gave very vague and general replies to our questions. May be, the research assistant felt a little nervous and did not press them for specific answers.

Fifteen educationists, twenty education department officials, fifteen teachers' college principals and fifty teachers were interviewed. While their replies to specific questions on the various duties of teacher educators such as the teaching of theory papers, guiding and supervising practice lessons, etc. were reasonably specific and will be discussed elsewhere, their replies to specific expectations from teacher educators were not satisfactory. There was, however, universal agreement that a teacher educator should know

his subject well, be acquainted ~~with~~ with the latest researches in his field, should have firsthand knowledge and practical experience of school teaching, should be acquainted with the latest methods of teaching his school subject, in short, he should be able to produce good and successful teachers for our ~~secondary~~ schools. But the searching question about what it is that makes a teacher "good and successful", or what qualities and activities of teacher educators can produce such teachers were neither asked nor answered.

Luckily, however, some efforts have been made in recent years to define the objectives of the training courses for secondary school teachers. Indirectly, these objectives can tell us what to expect from teacher educators. They should have those qualities and be able to conduct such programmes as fulfil these objectives.

In 1962, the Department of Extension Services, Vidya Bhawan Teachers' College, Udaipur organised a workshop¹ of the staffs of the Teachers Colleges in Rajasthan. The workshop defined the general objectives of the B.Ed. course as well as the objectives of each individual theory paper and the programme of practice teaching. The objectives have been classified under three main headings - knowledge and understanding, skills and abilities and Attitudes and Interests as follows:-

1. Report of the Evaluation Workshop for the staff of the Teachers' Colleges in Rajasthan, published by the Department of Extension Services, Vidya Bhawan G.S. Teachers' College, Udaipur (Raj).

"General Objectives of Teacher Education" ²

Knowledge and Understanding

1. Knowledge of the various philosophies of education to help evolve the pattern of education suited to the present conditions of India;
 2. Awareness of the national bases of education;
 3. Understanding of the needs of society and the role of the school in the reconstruction and development of the community;
 4. Understanding of the significance of the objectives of secondary education;
 5. Knowledge of the nature, needs and development of the normal child;
 6. Knowledge of the psychology of abnormal children;
 7. Understanding of the significance and of the means of developing interests, attitudes and appreciations in the education of children;
 8. Knowledge of the principles of administration and classroom management in order to make teaching effective;
 9. Acquaintance with the administrative and organisational structure of education in the state and the country;
 10. Familiarity with school records and their maintenance;
 11. Understanding of the principles of health and hygiene;
 12. Understanding of the educational problems in relation to school and the individual in society;
 13. Knowledge of the specific problems of education in India and abroad;
 14. Knowledge of the various methods and techniques of teaching different school subjects with a view to bringing about desirable educational outcomes;
 15. Understanding of the place and importance of the different subjects in the over-all school programme.
-

2. *ibid*, pp. 11-13.

Skills and Abilities

1. Skill in evolving practical techniques of teaching in conformity with local, regional and national needs;
2. Skills in selecting, preparing, improving and using effective teaching aids, taking full advantage of local resources;
3. Ability to select and use appropriate teaching devices or techniques in a particular context;
4. Ability to select and organise subject-matter for effective communication;
5. Ability to provide suitable motivational situations;
6. Ability to evaluate the pupils' growth in a rational and scientific manner;
7. Skills in preparing and administering appropriate evaluation tools;
8. Ability to organise various co-curricular activities properly;
9. Ability to organise and participate effectively in group discussions;
10. Ability to plan, check and correct student assignments;
11. Ability to guide the students in making a proper selection of suitable elective subjects and courses;
12. Ability to maintain effective school and community relationship.

Attitudes and Interests

1. To strengthen and develop the various desirable social and personal qualities necessary for a teacher, such as:
 - a) Love for children
 - b) Sympathy
 - c) Fairmindedness
 - d) Leadership
 - e) Emotional stability
 - f) Sense of responsibility, etc. ;
2. To develop a healthy and positive attitude towards the profession;
3. To develop interest in maintaining continuous professional progress;

4. To develop interest in child welfare activities;
5. To encourage readiness for experimentation;
6. To help formulate constructive attitudes towards different educational activities;
7. To develop a wholesome philosophy of education.

The objectives of the practice teaching programme have also been worked and classified under the following heads;

1. Personality Traits;
2. Professional Skills,
 - (a) Preparation,
 - (b) class management,
 - (c) Communication,
 - (d) Evaluation.

1. Personality Traits

- a) Love for the profession;
- b) Emotional stability;
- c) Ability to understand the children;
- d) Ability to identify with the children;
- e) Ability to foster democratic social climate in the classroom;
- f) Attitude of experimentation, and
- g) A sense of humour.

2. Professional Skills

a) Preparation

- i) Ability to collect, select, organise and classify the content material and plan test situations in terms of the objectives;
- ii) Ability to frame thought provoking, relevant clear and precise questions;
- iii) Ability to plan classroom and home assignments;
- iv) Ability to plan remedial work in the light of correction work;

- v) Preparation and collection of relevant teaching aids;
- vi) Ability to select and organise learning situations to the objectives of the lesson.

b) Classroom Management

- i) Ability to understand the class composition in terms of individual differences among the students (e.g. their temperament, interests, socio-economic background, individual standards of achievement, health, handicaps, groups of common interests) and plan work accordingly;
- ii) Ability to collect and record necessary data regarding the students;
- iii) Ability to reorganise, adjust and improve the physical environment of the classroom;
- iv) Ability to develop healthy democratic, social climate in the class;
- v) Ability to organise co-curricular activities inside and outside the classroom to suit the interests and needs of the students according to their development level.

c) Communication

- i) Ability to present the subject-matter systematically in terms of the objectives;
- ii) Ability to express clearly and effectively;
- iii) Ability to question and deal with the responses of the pupils effectively;
- iv) Ability to inspire pupils' interest and participation;
- v) Ability to supervise and guide the students in the class to carry on class assignments and remedial work effectively;
- vi) Ability to use appropriate teaching aids in appropriate situations;
- vii) Ability to use the blackboard effectively;
- viii) Ability to use appropriate methods, devices and techniques according to the contents and classroom situations.

d) Evaluation

Ability in the preparation, administration and interpretation of different tests to assess the total outcome of teaching,

The Department of Teacher Education, National Institute of Education also undertook a research study³ into the curriculum of Teacher Education in India at the Secondary Level. It summarises the objectives of the B.Ed. courses collected from various sources and sums up as follows:

GENERAL OBJECTIVES⁴

- a) To help future teachers to develop competence to teach subjects of ~~xxx~~ their specialisation on the basis of an adequate theory of learning and knowledge of the subject by striving to keep in touch with the latest developments in the field of education;
- b) (i) To develop understanding, interests, attitudes and skills which will enable them to foster an all round growth and development of children under their care and
(ii) to provide guidance to individual pupils;
- c) To develop an understanding of the aims and objectives of education in the Indian background to promote an awareness of the role of the school and the teacher in inculcating a spirit of nationalism and in achieving ideals of creating a democratic and egalitarian society;
- d) To develop an understanding of the close relationship between society and the school, between life and school works;
- e) To build up a professional consciousness.

I Understanding

- a) Knowledge of the structure and functions of the society of the different types of process of social interaction in understanding the problems relating to human relationships;
- b) Understanding of the child, his development and learning;.
- c) Understanding of the problems of an growing child;

3. Department of Teacher Education, National Institute of Education, Teacher Education in India (at Secondary level) Curriculum.

4. Ibid, pp. 15-16.

- d) Knowledge of the problems and procedures of school organisation and administration;
- e) Knowledge of evaluative techniques;

II Skills

- a) Ability to use teaching methods with special reference to the subject(s) of specialisation;
- b) Ability to translate broad objective of secondary education in terms of specific programmes and activities in relation to the curriculum;
- c) Ability to use some of the single evaluation techniques;
- d) Ability to organise co-curricular activities;
- e) The skills of effective communication.

III Attitudes

- a) Attitude of being guidance minded in dealing with the problems of children;
- b) Healthy and positive attitude towards the teaching profession;
- c) A truly egalitarian nationalistic and democratic outlook;ⁿ
- d) Scientific attitude in solving problems.

Again, J.B. Conant in his report⁵ on the Education of American Teachers, 1963 has summed up the four main purposes of a teacher education programme:

1. Teachers should understand democratic social component, i.e. they should be enabled to look on pupils as future citizens and have a positive attitude towards democracy and democratic way of living.
2. Teachers should be enabled to understand social behaviour of children.
3. Teachers should understand the growth of children.
4. They should understand the principles of teaching.

5. *ibid*, quoted on p. 13.

This report also quotes the conclusions⁶ of A.S. Barr in his Characteristics of Successful Teachers as follows:-

1. Good cultural background;
2. Substantial knowledge of the subject taught;
3. Substantial knowledge of human development and learning;
4. Skill in the use of language spoken and written;
5. Skill in human relationship;
6. Skill in research and educational problem solving;
7. Effective work habits;
8. Interest in pupils;
9. Interest in subjects;
10. Interest in teaching;
11. Interest in school and community;
12. Interest in professional cooperation;
13. Interest in professional growth.

All these requirements of the education of secondary school teachers throw a flood of light upon what is expected of teacher educators. They should not only possess these qualities themselves but should also be able to cultivate these among the teachers under training through a variety of programmes. An analysis of these programmes or the jobs of teacher educators is the main purpose of this study.

C H A P T E R I I I

The Perception of Teacher Educators about the Requirements of their Jobs

In order to find out the teacher educators' perception of their jobs requirements, we prepared a fairly comprehensive list of their duties and responsibilities on the basis of a study of relevant literature and of interviews with selected teachers' college principals and teacher educators. The duties and responsibilities were classified under eight major heads or areas as follows:

- (1) Student Teaching;
- (2) Theory Teaching;
- (3) Tutorials;
- (4) Guidance in Research;
- (5) Organisational Responsibilities;
- (6) Curriculum Development;
- (7) Professional Growth and Professional Leadership;
- (8) Guidance and Participation in Co-curricular ar Programmes.

(1) Under Student Teaching, there are as many as thirty items covering the various aspects of the practice-teaching programmes, such as orienting trainees with the aims and objectives, organising, guiding, supervising and evaluating the practice teaching programme of the college, etc.

(2) Under Theory Teaching, There are nineteen items covering various aspects of teaching theory papers, such as organising and grading of subject-matter, employment of different

techniques of teaching, use of appropriate teaching aids, resolving individual students' difficulties, handling of cases of class indiscipline, evaluating students' achievement, etc.

(3) Under Tutorials, there are 13 items covering such aspects as guiding students in writing their essays, term papers and other sessional assignments, suggesting bibliographies for topics for discussion, removing individual difficulties, evaluating tutorial work, etc.

(4) Under Guidance and Research, there are twelve items covering the various problems of guiding teachers in research work, such as helping them in locating problems, in preparing an adequate design, in developing the necessary tools, in analysing the data, in preparing reports and evaluating dissertations.

(5) Under Organisational Responsibilities, there are thirteen items covering such aspects as admissions, organising, guiding and supervising seminars, projects, workshops, experiments, etc., helping in editing the college magazine or a professional journal, etc.

(6) Under Curriculum Development, there are again thirteen items such as keeping in touch with the latest thinking in the field of curriculum development, studying the existing shortcomings of teacher education programmes, teachers' duties and responsibilities in schools, difficulties of teachers in service, helping students in the selection of optional courses, etc.

(7) Under Professional Growth and Professional Leadership,

There are fourteen items such as keeping in touch with the latest researches and practices in one's own field, acquainting school teachers, headmasters with useful research findings, giving expert guidance to schools in the selection of books, teaching methods, suitable equipment and teaching aids, etc.

(8) Under Guidance and Participation in Cocurricular

programmes, there are fourteen items covering such aspects as selecting co-curricular activities, planning, guidance^{and} and conducting them, guiding students in organising such programmes, actual participation in these programmes, evaluating and reporting these programmes, etc.

On the basis of the above mentioned duties and responsibilities of teacher educators and their classification, a questionnaire-cum-rating scale* was ~~arrang~~ prepared. The various items were arranged under the eight main headings mentioned above. Space was provided at the end of each section so that the teacher educators might add any item left out under that category. The questionnaire-cum-rating scale was meant to serve two purposes at once:

- (1) To find^{out} the perceptions of teacher educators about their duties and responsibilities in secondary teachers' college; and
- (2) to find out their various shades of opinions about the desirability or otherwise of these activities.

~~XX~~

* A copy in Appendix III.

Each item of the questionnaire had ~~five~~ options and the teacher educators had to mark one or two options without involving themselves in any contradiction. The options were;

1. Normally I do;
2. Occasionally I do;
3. I do, but I believe a teacher educator should not be expected to do it;
4. I don't do but I believe a teacher educator should do it;
5. I don't do and I believe a teacher educator should not be expected to do it.

Five copies of the questionnaire were sent to most of known secondary teachers colleges in India with a stamped and self addressed envelope for their return. The principals were requested to get these filled up by senior members of their staff, one of whom was to return them to us. In all, 816 questionnaires were despatched~~ed~~ distributed, out of which 326 questionnaire ~~from~~ were returned. Eighteen questionnaires had to be rejected because contradictory options were filled in them. This can only mean that they were filled up without much thought. Thus 308 questionnaires have been taken into account.

The qualifications and experience of 308 teacher educators who filled up the questionnaire were as follows:-

	Principals Professors	Readers	Lecturers
Ph. D.	16	21	11
M. Sc./M. A. ; M. Ed.	33	21	99
M. A. , B. Ed. or B. T.	8	20	32
B. A. , M. Ed.	16	1	24
B. A. , B. Ed. (B. T.)	-	-	6
	73	63	172

Statistical Analysis

In order to find out the divergence of observed results from those expected on the hypothesis of equal probability, chi squares were calculated. The formula used for this purpose was -

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right] **$$

in which

f_o = frequency of occurrence of observed
or experimentally determined facts;

f_e = expected frequency of occurrence on the
hypothesis of equal probability.

The differences between observed and expected frequency for every item were squared and divided by the expected number in each case, and the sum of these quotients was found out. Degrees of freedom were calculated by the formula $(r-1)(c-1)$, r representing the rows and c the columns.

** Garrett, Henry E. Statistics in Psychology and Education,
Bombay: Vakils, Fefier and Simons Private
Ltd., 1967, p. 253.

In the following ^(table) ~~tables~~ there are two rows and five columns, so the degrees of freedom for each table is 4. For four degrees of freedom chi square as large as 13.277 is significant at .01 level.

Percentages were calculated to find out the divergence between the perceptions of the teacher educators who considered the various items on the questionnaire-cum-rating scale as their duty and those who did not. The experimentally observed results were ⁵ tested against probabilities calculated from the normal curve on the basis of these percentages.

The sampling distribution of percentages approximates to normality when N (Number) is large (larger than about 50) and P (percentage occurrence of behaviour) is less than 95% and greater than 5%. Given the percentage occurrence of a behaviour, the question arises of how much confidence we can place in the figure. How reliable an index is our percentage of the incidence of the behaviour in which we are interested? In other words what is the minimum percentage of a given number of respondees at or above which the occurrence of behaviour for that particular group becomes significant at a desired level?

For this purpose Z values were calculated. In such cases mean of the group is set at 50% and the standard deviation is calculated with the formula -

* *ibid*, p. 197.

$$SD = \sqrt{\frac{PQ}{N}}$$

in which

P = the percentage of occurrence of the behaviour;

Q = (1-P)

N = number of cases.

The same result is obtained when Z values are calculated with the formula

$$Z = \frac{\frac{r}{N} - np}{\sqrt{\frac{npq}{N}}}$$

in which

r is the number of responses at a given percentage

np is the mean calculated by multiplying the total number of responses with the probability of occurrence of a behaviour

npq is the standard deviation

where q = 1-p*

By actual calculations of Z values it was found out that for a total number of 308 respondees 58% responses in the favour of the proposition "Normally I do" was significant at .01 level. For an example, for 57% cases out of a total number of 308, Z at .01 level is 2.457 and for 58% of cases it is 2.84, the latter being more than 2.58. It means that there is only one chance in 100 that a percentage of 58 (or more) would be made if the null hypothesis were true. A percentage of 58, therefore, is significant at .01 level.

In the same way percentage significant at .01 level for other number of subjects were also calculated. For the number of subjects as large as 180 (private colleges), 78

* ibid, p. 251.

(government colleges) and 50 (university departments of education) percentage of cases significant at .01 level came to be at ⁶⁴our above 60%, 65% and 69% respectively.

Let us now study the perception of teacher educators about their responsibilities in the eight major areas mentioned above.

I Student Teaching

As we have already mentioned thirty specific jobs or functions were located under this area of student teaching or teaching practice as it is more commonly called. The responses of the teacher educators together with their chi-squares and level of significance in the positive or negative direction are summarised below in a tabular form.

Table I

Responses of Teacher Educators about their functions in the Special Area of student teaching

Note: The asterisk mark * shows the trend towards the positive direction, i.e. "Normally I do"; and two asterisks ** show the trend towards the negative direction, i.e. "I don't do and I believe a teacher educator should not be expected to do it".

S.No.	Functions	Normally I do.	Occasionally I do	I do, but I believe a teacher educator should not be expected to do.	I don't do, but I believe a teacher educator should do it.	I don't do and I believe a teacher educator should not be expected to do it.	Chi-square	Level of significance	Direction of trend
1.	Teach the aims and objectives of student teaching programme.	220	45	14	14	8	572.044	.01	*
2.	Explain concepts of practice teaching, block practice teaching, internship programme, etc.	105	58	3	22	4	195.967	.01	*
3.	Teach the concepts of the lesson plan and unit plans.	210	40	26	17	4	488.874	.01	*
4.	Acquaint pupil teachers with methods and techniques of teaching.	249	18	6	15	4	779.948	.01	*

5. Acquaint pupil teachers with problems that may arise during teaching and suggest solutions.	214	54	6	16	2	536.902	.01	本
6. Remove doubt and misunderstanding expressed by pupil teachers regarding the teaching process.	228	46	4	11	3	636.866	.01	本
7. Give demonstration lessons.	199	62	3	28	7	410.081	.01	本
8. Guide and assist cooperating teachers in giving demonstration lessons	127	89	10	55	10	177.640	.01	本
9. Initiate and guide discussions on demonstration lessons.	196	60	5	25	6	439.197	.01	本
10. Encourage and motive pupil teachers for purposeful discussion.	266	63	4	18	5	474.378	.01	本
11. Prepare and use a tool for observation of teaching.	144	67	12	61	4	217.311	.01	本
12. Guide and check observation of lessons.	192	63	4	30	2	426.402	.01	本
13. Develop and revise model unit plans and lesson plans.	171	61	7	48	5	315.136	.01	本

14. Guide students in the preparation of lesson plans and unit plans, and check and correct them.	233	38	6	14	3	657.937	.01	本
15. Encourage experimentation in the planning of lessons.	159	79	3	48	5	281.848	.01	本
16. Prepare programme of practice teaching.	166	53	7	53	11	284.895	.01	本
17. Ensure possible cooperation of the school staff for student teaching.	192	62	5	26	7	417.895	.01	本
18. Observe student teaching in process and write supervisory remarks.	245	28	5	13	3	743.618	.01	本
19. Explain and illustrate the remarks given in the lesson plan notebook.	194	78	6	18	10	415.893	.01	本
20. Intervene during the process of wrong teaching and demonstrate correct teaching.	68	93	10	51	70	65.430	.01	本
21. Guide student teachers in performing other non-teaching functions (like maintaining attendance registers, cumulative records, etc)	75	73	7	102	36	94.421	.01	本

22. Ensure that pupil teachers give assignment to their classes and correct them.	123	73	14	64	19	135.513	.01	本
23. Guide and supervise community survey work.	64	38	9	121	50	121.580	.01	本
24. Develop and revise criteria and tools for the evaluation of student teaching.	119	82	9	62	17	145.238	.01	本
25. Evaluate the teaching of student teachers.	233	38	1	14	4	674.584	.01	本
26. Coordinate the evaluation of practice teaching made by my colleagues and moderate their marking.	111	47	2	43	11	171.605	.01	本
27. Motivate and help pupil teachers in self evaluation.	113	116	4	54	6	205.173	.01	本
28. Try to locate the teaching skill deficiencies and suggest appropriate steps.	198	73	6	15	1	471.418	.01	本
29. Help and guide student teachers in observing and participating in school and community activities	116	85	8	68	13	148.086	.01	本
30. Deal with problem student teacher psychologically.	122	97	10	56	9	175.556	.01	本

From the table given above it is clear that all the 30 items show a positive trend towards "normally I do". This is clear from the fact that in each case the total responses for the positive options (i.e. 1,2 and 4) are much larger than the total responses for the negative options (i.e. 3&5 and those who did not care to check the items concerned). All the items are significant at .01 level. Thus we reject the "equal response" hypothesis and conclude that our group really favours the positive aspects of all the propositions - i.e. the group as a whole regards all the items as their duty.

Let us now find out the exact number of teacher educators who perceive the various items of student teaching as their duty and those who do not regard them as their duty. We have already said that each item had five options* one of which was to be ticked. All those who said about an item that they normally or occasionally do may be regarded as perceiving that item to be a part of their duty. Again, all those who said that a teacher educator should be expected to do the item, although for some reason, they themselves did not do it may also be regarded as perceiving it as a part of their duty. Thus all those who ticked the first, second and fourth options may be regarded as perceiving the item concerned as their duty.

Again, those who did not care to tick an item, and those who did not believe that the teacher educators should be expected to do it may be regarded as those who do not perceive

* The questionnaire wanted two options to be ticked, but almost all the respondents ticked only one option. A few who ticked two contradictory options were eliminated from consideration.

the item concerned as a part of their duty, that is to say, all those who ticked options 3 and 5 and those ^{who} left the item blank do not perceive the items concerned to be a part of their duty.

Table II

Percentages of Teacher Educators regarding items of Student Teaching as their duty and as not their Duty (Arranged in descending order of frequency)

S.No. Items	1 No. perceiving as their duty.	2 Percentage column No.1	3 No. not percei- ving as their duty.	4 Percentage Column 3
1. Explain and illustrate the remarks given in the lesson plan(19)notebooks.	290	94.2%	18	5.8%
2. Observe student teaching in process and write supervisory remarks(18)	286	92.9%	22	7.1%
3. Encourage experimentation in lesson planning(15)	286	92.9%	22	7.1%
4. Try to locate the teaching skill deficiencies and suggest appropriate steps(28)	286	92.9%	22	7.1%
5. Remove doubts and misunderstandings expressed by pupil teachers regarding teaching practice(6)	285	92.6%	23	7.4%
6. Guide and check observation of lessons(12).	285	92.6%	23	7.4%

7. Guidance students in the preparation of lesson plans and unit plans and correct them (14)	285	92.6%	23	7.4%
8. Evaluate the teaching of student teachers (25)	285	92.6%	23	7.4%
9. Acquaint pupil teachers with the problems that may arise during teaching and suggest solutions (5)	284	92.3%	24	7.7%
10. Motivate and help pupil teachers in self evaluation. (27)	283	91.9%	25	8.1%
11. Acquaint pupil teachers with methods and techniques of teaching (27)	282	91.9%	26	8.4%
12. Initiate and guide discussion on demonstration lessons (9)	281	91.3%	27	8.7%
13. Encourage and motivate pupil teachers for purposeful discussion (10)	281	91.3%	27	8.7%
14. Develop and raise model unit plans and lesson plans (13)	280	91.0%	28	9%
15. Ensure possible cooperation of school staff for student teaching (17)	280	91%	28	9%
16. Teach the aims and objectives of student teaching programme (1)	279	90.6%	29	9.4%
17. Give Demonstration lessons (7)	279	90.6%	29	9.4%
18. Deal with problem student teachers psychologically (30)	275	89.3%	33	10.7%
19. Prepare and use a tool for observation of teaching (11)	272	88.4%	36	11.6%
20. Prepare programme of practice teaching (16)	272	88.4%	36	11.6%
21. Guide and assist cooperating teachers in giving demonstration lessons (8)	271	88.0%	37	12%

22. Help and guide student teachers in observing and participating in school and community activities(29)	269	87.4%	39	12.6%
23. Teach the concepts of lesson plans and Unit plans(3)	267	86.7%	41	13.3%
24. Develop and revise criteria and tools for the evaluation of student teaching(24)	263	85.4%	45	14.6%
25. Ensure that pupil teachers give assignment to their classes and correct them(22)	260	84.4%	48	15.6%
26. Guide student teachers in performing other non-teaching functions(like maintaining attendance registers, cumulative records, etc.)(24)(=	250	81.2%	58	18.8%
27. Guide and supervise community survey work(23)	223	72.5%	85	27.5%
28. Intervene during the process of wrong teaching and demonstrate correct teaching(20)	212	68.9%	96	31.1%
29. Coordinate the evaluation of practice teaching made by my colleagues and moderate their marking(26)	201	65.3%	107	34.7%
30. Explain concepts of practice teaching, block practice teaching, internship programme, etc.(2)	185	60%	123	40%

Thus we see that all the 30 items listed under Student Teaching are perceived by at least 60% teacher educators as their duty. For a total number of 308 responses a percentage of 58 or more is significant at .01 level. The first seventeen items which concern the objectives of

student teaching, observation of practice lessons, guidance and supervision of lessons, correction of lesson and unit plans, etc. are perceived by more than 90% teacher educators as their duty. Items 18 to 26 which concern the preparation of the practice teaching programme, securing school cooperation, helping and guiding the trainees in school programmes, other than teaching, preparation of the tools of observation and evaluation, ensuring that trainees give and correct home assignments, etc. are regarded as their duty by 80 to 90% of teacher educators.

The last four items which concern the coordination of the assessment by various lecturers, intervening in the middle of a lesson for correction, guiding and supervising community survey work, etc. are regarded as their duty by 60 to 73 per cent teacher educators, the lowest percentage being significant at .01 level.

It is not surprising that more than 60% of the teacher educators who responded should have regarded all the items of Student Teaching as a part of their duty. What is surprising is that even a small percentage of teacher educators should have regarded every item as not a part of their duty. More than 7% teacher educators do not regard such items as their duty as guiding and observing trainees' lessons, guiding students in preparing their unit and lesson plans, evaluating lessons, etc. More than ~~90~~ 9% teacher educators do not regard even giving demonstration lessons as their duty. It would be interesting to discover what these teacher educators actually regard as their real duty. At the end of the section of Student Teaching there were

a few blank lines where the teacher educators could add items left out in the questionnaire. But nobody suggested any additional item.

Nearly 19% teacher educators do not think that it is their duty to acquaint the trainees with the main kinds of school records or how to maintain them. Nearly 40% teacher educators do not perceive the need of explaining such important concepts as teaching practice, block practice teaching, internship, etc.

The absence of universal agreement among teacher educators on any single item under Student Teaching is no doubt due to the fact that some teacher educators in university colleges or departments have different perceptions of their duties from those of teacher educators in government and private teachers colleges.

Let us now study the perceptions of teacher educators working in university colleges or Departments, Government Teachers' College and Private Teachers' Colleges in order to see if there are any significant variations. Seventy-eight teacher educators from Government teachers' colleges, 180 from Private teachers' colleges and 50 from University teachers' colleges or departments responded to our questionnaire.

Table III

Perceptions of Teacher Educators working in
University, Government and Private
Teachers' Colleges about the various
items of Student Teaching

	Types of Teachers College	No. per- ceiving as duty	Their perce- ntage	No. not percei- ving as duty	Their percentage
1. Teach the aims and objectives of student teaching programme.	Govt. Pri. Uni.	73 164 42	93.6 91.1 84	5 16 8	6.4 9.9 16
2. Explain concepts of practice teaching, block practice teaching, internship programme etc.	Govt. Pri. Uni. Govt.	51 88 36 51	78.1 48.8 72 78.1	17.9 92 14 17	21.9 51.2 28 21.9
3. Teach the concepts of lesson plans and Unit plans.	Govt. Pri. Uni.	70 154 43	89.8 86 86	8 26 7	10.2 14 14
4. Acquaint pupil teachers with methods and techniques of teaching.	Govt. Pri. Uni.	73 163 46	93.6 90.5 92	5 17 4	6.4 9.5 8
5. Acquaint pupil teachers with problems that may arise during teaching & suggest solutions.	Govt. Pri. Uni.	72 163 39	92.3 90.5 78	6 17 11	7.7 9.5 22
6. Remove doubts and misunderstandings expressed by pupil teachers regarding the teaching process.	Govt. Pri. Uni.	72 164 48	92.3 91.7 96	6 15 2	7.7 8.3 4
7. Give demonstration lessons.	Govt. Pri. Uni.	73 158 46	93.6 87.7 92	5 22 4	6.4 12.3 8
8. Guide and assist cooperating teachers in giving demonstration lessons.	Govt. Pri. Uni.	70 158 43	89.8 87.7 86	8 22 7	10.2 12.3 14
9. Initiate and guide discussion on demonstration lessons.	Govt. Pri. Uni.	72 162 47	92.3 90 94	6 18 3	7.7 10 6

10. Encourage and motivate pupil teachers for purposeful discussion.	Govt.	72	92.3	6	7.7
	Pri.	162	90	18	10
	Uni.	47	94	3	6
11. Prepare and use a tool for observation of teaching.	Govt.	70	89.8	8	10.2
	Pri.	161	89.4	19	10.6
	Uni.	41	82	9	18
12. Guide and check observation of lessons.	Govt.	70	89.8	8	10.2
	Pri.	165	91.7	15	8.3
	Uni.	50	100	0	0
13. Develop and revise model unit plans and lesson plans.	Govt.	68	87.7	10	12.3
	Pri.	169	93.8	11	6.2
	Uni.	43	86	7	14
14. Guide students in the preparation of lesson plans and unit plans, and check and correct them.	Govt.	69	88.8	9	11.2
	Pri.	167	92.7	13	7.2
	Uni.	46	92	4	8
15. Encourage experimentation in the planning of lessons.	Govt.	71	91.1	8	8.9
	Pri.	167	92.7	13	7.3
	Uni.	48	96	2	4
16. Prepare programme of practice teaching.	Govt.	67	85.5	11	14.5
	Pri.	165	91.7	15	8.3
	Uni.	40	80	10	20
17. Ensure possible cooperation of the school staff for student teaching.	Govt.	64	82.2	14	17.8
	Pri.	170	94.4	10	5.6
	Uni.	46	92	4	8
18. Observe student teaching in process and write supervisory remarks.	Govt.	69	88.3	9	11.2
	Pri.	174	96.6	6	3.4
	Uni.	43	86	7	14
19. Explain and illustrate the remarks given in the lesson plan notebook.	Govt.	75	96.6	3	3.4
	Pri.	170	94.4	10	5.6
	Uni.	45	90	5	10
20. Intervene during the process of wrong teaching and demonstrate correct teaching.	Govt.	55	70.5	23	29.5
	Pri.	124	68.8	56	21.2
	Uni.	33	66	17	34
21. Guide student teachers in performing other non-teaching functions (like maintaining attendance registers, cumulative records, etc).	Govt.	63	80.9	15	19.1
	Pri.	143	79.4	37	20.6
	Uni.	44	88	6	12

22. Ensure that pupil teachers give assignments to their classes and correct them.	Govt.	69	88.8	9	11.2
	Pri.	138	76.6	42	23.4
	Uni.	43	86	7	14
23. Guide and supervise community survey work.	Govt.	62	79.9	16	20.1
	Pri.	115	63.8	65	36.2
	Uni.	46	92	4	8
24. Develop and revise criteria and tools for the evaluation of student teaching.	Govt.	61	78.8	17	21.2
	Pri.	162	90	18	10
	Uni.	40	80	10	20
25. Evaluate the teaching of student teachers.	Govt.	70	89.8	8	10.2
	Pri.	176	97.7	4	2.3
	Uni.	39	78	11	22
26. Coordinate the evaluation of practice teaching made by my colleagues and moderate their marking.	Govt.	54	69.9	24	30.1
	Pri.	121	67.2	59	32.8
	Uni.	26	52	24	48
27. Motivate and help pupil teachers in self evaluation.	Govt.	74	94.4	4	5.6
	Pri.	167	92.7	13	7.3
	Uni.	42	84	8	16
28. Try to locate the teaching skill deficiencies and suggest appropriate steps.	Govt.	77	98.8	1	1.2
	Pri.	162	90	18	10
	Uni.	47	94	3	6
29. Help and guide student teachers in observing and participating in school and community activities.	Govt.	65	83.3	13	16.7
	Pri.	161	89.4	19	10.6
	Uni.	43	86	7	14
30. Deal with problem student teachers psychologically.	Govt.	63	80.9	15	19.1
	Pri.	170	94.6	10	5.6
	Uni.	42	84	8	16

From the table given above a few interesting conclusions emerge. Teacher Educators from Government Teachers' Colleges perceive the largest number of items of student teaching as their duty; then come those from

university colleges or Departments of Education and then those from private Teachers' College. This is probably due to the fact that the average teacher educator in a university or government teachers' college is more secure and better qualified than an average teacher in a private teachers' college and so he is more conscious of his duties and responsibilities.

While a very high percentage* of teacher educators from all the three types of training institutions regard most of the items of Student Teaching as their duty, there are a few items where there appears to be some divergence.

Item No.2: Explain concepts of 'practice teaching', 'block practice teaching', internship programme, etc.

While 72% teacher educators from university colleges and Departments of Education and 78% teacher educators from Government Teachers' Colleges perceive this item as a part of their duty, only 48.8% (not significant at .01 level) the teacher educators from private Teachers' Colleges do so. In other words, more than 50% teacher educators from private teachers' colleges do not regard this item as a part of their duty. This may be due to the fact that many private teachers' colleges being ill-equipped and ill-staffed are able to carry out the minimum traditional programme of practice teaching without caring for its theoretical aspects for more intelligent practice.

Item 20: Intervene during the process of wrong teaching and demonstrate correct teaching

More than 70 per cent teacher educators from Government Teachers' Colleges, nearly 68% from private

* All percentages are significant at .01 level except where specifically mentioned.

teachers' colleges and 66% (not significant at .01 level) from university colleges and departments perceive this item as a duty. Nearly a third of the teacher educators from all these categories do not regard it as a duty. While correction of the actual mistakes in teaching is very much desirable, it is not necessary that it should be done when the trainee is actually teaching a class. Again, teacher educators from the universities appear to be conscious of their position and that of the trainees and would like to avoid situations where the latter feel humiliated.

Item 23: Guide and Supervise Community Survey Work

On the face of it, this item appears to be far removed from the normal duties of the teachers' colleges staff, but 92% teacher educators of university colleges and Departments of Education and nearly 80% teacher educators of Government teachers' colleges perceive this item as a part of their duty while only 63.8% teacher educators from private teachers' colleges do so. Thus more than a third of the teacher educators from private teachers' college do not regard this item as a part of their duty. But all the three percentages of teacher educators who regard this item as a duty are significant at .01 level.

Item 26: Coordinate the evaluation of practice teaching & made by my colleagues and moderate their marking

Between a third and a half of teacher educators of all classes of teachers' colleges do not regard this item as a part of their duty. It is no doubt due to the fact that in many teachers' colleges there is no systematic

coordination of this type. Marks are given by individual members of the staff in their fields are only added to ^{from} the total assessment of the student teachers' performance. While the percentages of teacher educators from Government and private teachers' colleges who regard this item as a duty are significant at .01 level, that of the university teacher educators is not so.

Thus we see that all the 30 items under Student Teaching are regarded as a part of their duty by a very large majority of teacher educators from all the types of training institutions, all the percentages being significant at .01 level, except in three cases mentioned above. There are small variations in the percentages of teacher educators from different training institutions who perceive or do not perceive certain items as their duty. What is interesting is that there is always a small percentage of teacher educators who do not regard almost every item as a part of their duty. These variations have been pointed out and commented upon at appropriate places.

II Theory Teaching

Under this area of Theory Teaching, as many as nineteen specific jobs or functions of teacher educators were located. The responses of teacher educators together with their chi-square and level of significance in the positive or negative direction are summarised below in a tabular form;

Table No. IV.

RESPONSES OF TEACHER EDUCATORS IN THE AREA OF THEORY TEACHING.

Note: The astericks mark * shows the trend towards the positive direction, i.e. "Normally I do", and two astericks ** show the trend towards the negative direction "I don't do and I believe a teacher educator should not be expected to do it".

S.No.	Functions	Normally I do.	Occasionally I do	I do, but I believe a teacher educator should not be expected to do it	I don't do but I believe a teacher educator should do it	I don't do and I believe a teacher educator should not be expected to do it	Chi-square	Level of Direction of significance trend
1.	Study the syllabus and the relevant literature, ^{to}	263	26	4	4	-	379.379	.01 *
2.	Prepare an annotated bibliography and suggest it to the students.	175	87	8	20	7	354.631	.01 *
3.	Organise and grade the instructional material,	172	72	8	35	9	314.437	.01 *
4.	Prepare and revise lecture notes.	236	33	5	11	9	675.589	.01 *
5.	Dictate noteworthy points quotations, etc.	150	86	4	16	36	246.763	.01 *
6.	Circulate the summary of lectures.	48	65	10	96	74	70.837	.01 *

14. Locate subject matter weaknesses and suggest remedies.	162	95	4	25	8	278,311	.01	*
15. Provide enrichment programme for gifted students or high achievers.	104	87	6	85	11	146,707	.01	*
16. Set test and examination papers.	227	51	3	13	4	617,459	.01	*
17. Examine Answer books.	239	36	3	12	5	698,133	.01	*
18. Prepare achievement tests.	108	67	9	94	13	142,657	.01	*
19. Tabulate and enter marks and prepare result sheets.	162	60	8	36	27	251,930	.01	*

From the table given above it is clear that all the nineteen items show a positive trend towards "normally I do". This is clear from the fact that in each case the total responses for the positive options (i.e. 1, 2 and 4) are much larger than the total responses for the negative options (i.e. 3, 5 and those who did not care to check the items concerned). All the items are significant at .01 level. Thus we reject the "equal response" hypothesis and conclude that our group really favours the positive aspects of all the propositions, i.e., the group ~~and~~ as a whole regards all the items as their duty.

Let us now find out the exact number of teacher educators who perceive the various items of Theory Teaching as their duty and those who do not regard them as their duty.

Table V

Percentages of Teacher Educators regarding the items of Theory Teaching as their duty and as not their duty

S.No.	Theory Teaching	I No. as percei- ving their duty	II Percan- tage of column I	III No. not per- ceiving as their duty	IV Percentage of column III
1.	Study the syllabus and the relevant literature.	293	95.1	15	4.9
2.	Encourage students to get their doubts and difficulties removed or clarified.	291	94.5	17	5.5
3.	Set test and examination papers.	291	94.5	17	5.5

7. Select and use different devices for introducing the matter.	136	107	9	39	6	234.699	.01	*
8. Select suitable techniques of presenting the instructional material and adopt them.	134	112	11	32	7	239.369	.01	*
9. Explore the use of visual presentations like diagrams, table etc. and use illustrative aids.	148	101	10	32	8	257.737	.01	*
10. Encourage the students to get their doubts and difficulties removed or clarified.	243	41	6	7	1	722.401	.01	*
11. Give suitable home assignment and correct it.	105	110	9	51	20	149.183	.01	*
12. Assist students in locating suitable literature in the library.	146	108	10	21	9	277.461	.01	*
13. Try to handle the cases of discourtesy and use various devices for maintaining discipline.	128	103	7	32	14	213.568	.01	*

4. Examine answer books.	287	93.2	21	6.8
5. Locate subject matter weaknesses and suggest remedies.	282	91.5	26	8.5
6. Select and use different devices for introducing the matter.	282	91.5	26	8.5
7. Prepare an annotated bibliography and suggest it to the students.	282	91.5	26	8.5
8. Explore the use of visual presentations like diagrams, tables etc. and use illustrative aids.	281	91.2	27	8.8
9. Prepare and revise lecture notes.	280	90.9	28	9.1
10. Organise and grade the instructional material.	279	90.5	29	9.5
11. Select suitable techniques of presenting the instructional material and adopt them.	278	90.2	30	9.8
12. Provide enrichment programme for gifted students or high achievers.	276	89.6	32	10.4
13. Assist students in locating suitable literature in the library.	275	89.3	33	10.7
14. Prepare achievement tests,	269	87.3	39	12.7
15. Give suitable home assignment and correct it.	266	86.4	42	13.6
16. Try to handle cases of discourtesy and use various devices for maintaining discipline.	263	85.3	45	14.7
17. Tabulate and enter marks and prepare result sheets,	258	83.8	50	16.2
18. Dictate noteworthy points, quotations, etc.	252	81.8	56	18.2
19. Circulate the summary of lectures.	209	67.8	99	32.2

Thus we see that all the nineteen items listed under Theory Teaching are perceived by at least 67.8% teacher educators as their duty, this percentage being significant at .01 level. The first eleven items which concern the study of the syllabus and relevant literature, grading syllabus items in the order of their difficulty, selecting and adopting suitable techniques of teaching, encouraging students to get their difficulties removed, locating and removing individual ~~mix~~ weaknesses, etc. are regarded as their duty by over 90% of teacher educators. Items 12 to 18 which concern provision of enrichment programme for gifted students, suggesting suitable literature to students, preparing and giving suitable achievement tests, maintaining discipline, preparation of results, dictating important points and quotations, etc. are regarded as their duty between 80 and 90% teacher educators. Dictating summaries of lectures is regarded as a duty by 67.8% teacher educators.

It is surprising to note that even such items as studying the syllabus to be taught, preparing and revising lecture notes, using different devices for teaching, locating students' weaknesses, etc. are not regarded as a part of their duty by about 5 to 10% teacher educators.

Let us now study the perception of teacher educators working in Government Teachers' Colleges, Private Teachers' Colleges and University Departments of Education in order to see if there are any significant variations. As ~~mix~~ has already been stated earlier, 78 teacher educators from Government Teachers' Colleges, 180 from Private Teachers' Colleges and 50 from University Departments of Education have responded to our questionnaire.

Table - VI

Perceptions of Teacher Educators working in Government,
Private and University Teacher Training Institutions
about the various items of Theory Teaching

S.No.	Functions	Catego- ries of Teachers Colleges	No.per- ceiving as their duty	Their percen- tage	No.not percei- ving as their duty	Their percen- tage
1.	Study the syllabus and the relevant literature.	Govt. Pri. Uni.	71 172 50	91.1% 95.5 100%	7 8 -	8% 4.5% -
2.	Prepare an annotated bibliography.	Govt. Priv. Uni.	66 167 49	84.6 92.7 98	12 18 1	15.4 7.3 2
3.	Organise and grade the instructional material.	Govt. Pri. Uni.	48 64 167 48	87.5 84.4 92.8 96	10 14 13 2	22.5 18.0 7.2 4
4.	Prepare and revise lecture notes.	Govt. Pri. Uni.	68 165 47	87.2 91.6 94	10 15 3	12.8 8.4 6
5.	Dictate noteworthy points, quotations, etc.	Govt. Pri. Uni.	62 150 36	79.4 83.3 72	16 30 14	20.6 16.7 28
6.	Circulate the summary of the lectures.	Govt. Pri. Uni.	50 124 34	64.1 69.4 68	38 55 16	35.9 30.6 32
7.	Select and use different devices for introducing the matter.	Govt. Pri. Uni.	62 171 49	79.4 95 98	16 9 1	20.6 5 2
8.	Select suitable techniques of presenting the instructional material and adopt them.	Govt. Pri. Uni.	64 169 45	82.0 93.8 90	14 11 5	18 6.2 10.
9.	Explore the use of visual presentation like diagrams, tables, etc. and use illustrative aids.	Govt. Pri. Uni.	62 65 129 47	82.3 71.1 94	13 51 3	16.7 28.9 6

10. Encourage the students to get their doubts and difficulties removed or clarified.	Govt.	71	91.2	7	8.3
	Pri.	170	94.4	10	5.6
	Uni.	50	100.0	-	-
11. Give suitable home assignment and correct it.	Govt.	66	84.6	12	15.4
	Pri.	161	89.4	19	10.6
	Uni.	39	78	11	22
12. Assist students in locating suitable literature in the library.	Govt.	66	84.6	12	15.4
	Pri.	161	89.4	19.	10.6
	Uni.	48	96	2	4
13. Try to handle cases of discourtesy and use various devices for maintaining discipline.	Govt.	58	74.3	20	25.7
	Pri.	159	88.3	21	11.7
	Uni.	46	92	4	8
14. Locate subject matter weakness and suggest remedies.	Govt.	71	91.2	7	8.3
	Pri.	174	96.6	6	3.4
	Uni.	46	92	4	8
15. Provide enrichment programme for gifted students or high achievers.	Govt.	66	84.6	12	15.4
	Pri.	164	91.1	16	8.9
	Uni.	46	92	4	8
16. Set test and examination papers.	Govt.	74	94.8	4	5.2
	Pri.	68	37.7	112	62.3
	Uni.	49	98	1	2
17. Examine answer books.	Govt.	66	84.6	12	15.4
	Pri.	173	96.1	7	3.9
	Uni.	48	96	2	4
18. Prepare achievement tests.	Govt.	61	77.1	17	22.9
	Pri.	168	93.3	12	6.7
	Uni.	45	90	5	10
19. Tabulate and enter marks and prepare result sheets.	Govt.	58	74.3	20	25.7
	Pri.	162	90	18	10
	Uni.	38	76	12	24

All the three categories of teacher educators from Government, Private and University teachers' colleges regard 17 items out of 19 from the field of theory teaching as a part of their duty, their percentages being significant at .01 level. The two items where

some percentages are not significant at this level are:

No.6, Circulate the summary of lectures. The percentage of teacher educators from Government and University teachers' colleges who regard this item as their duty is not significant, while that of teacher educators from private teachers' colleges is. The practice of circulating old notes, year after year, is not good and is presumably followed by the staff of private teachers' colleges to boost up the results. No.16, Set test and examination papers. While the percentages of teacher educators from Government and University teachers' colleges are significant at .01 level, that of teacher educators (i.e. 37.7%) from private teachers' colleges is not so. Presumably, a majority of teacher educators from private teachers' colleges are not associated with testing and evaluating the achievement of trainees.

III Tutorials

There were as many as 13 items in the area of 'Tutorials' to be checked by teacher educators. The following table gives a summary of their responses together with their chi-squares values, all of which are significant at .01 level.

4. Guide and help in developing an outline or synopsis of an essay or term paper.	122	96	11	46	12	174.340	.01	*
5. Help and guide students in completing the various assignments such as case studies, surveys, achievement tests, etc.	180	84	7	55	8	193.005	.01	*
6. Select topics and questions for discussion to supplement theory teaching.	136	101	4	38	9	236.963	.01	*
7. Initiate discussion on current academic issue.	¹²⁶ 126	¹¹⁴ 144	8	35 55	6	230.117	.01	*
8. Screen and supervise recreational programmes organised in the tutorials for a change.	61	65	11	106	41	85.434	.01	*
9. Evaluate the functions of tutorial programmes by means of a tool evolved by me/ the college.	62	45	7	142	24	196.035	.01	*

Table No. VII

Showing the responses of teacher educators about their functions in tutorials

g-# Shows trends towards 'normally I do'.
 ** Show trend towards 'I don't do and I believe teacher educators should not be expected to do it'.

S.No.	Functions	Normally I do.	Occasionally I do.	I do, but I believe a teacher educator should not should do it; educator be expected to do it.	I don't do but I believe a teacher educator should do it; educator should not be expected to do it.	I don't do & I believe a teacher educator should not be expected to do it.	Chi-square	Level of significance	Direction of trend
1.	Teach, explain and illustrate the concepts of assignments to be done, such as case study, survey, action research, achievement tests, etc.	143	87	3	46	6	244.453	.01	*
2.	Prepare a list of topics for writing essays and term papers.	177	62	3	34	9	353.927	.01	*
3.	Guide and help preparing a bibliography of related literature.	104	91	8	62	13	138.796	.01	*

4. Guide and help in developing an outline or synopsis of an essay or term paper.	122	96	11	46	12	174.340	.01	*
5. Help and guide students in completing the various assignments such as case studies, surveys, achievement tests, etc.	180	84	7	53	8	193.005	.01	*
6. Select topics and questions for discussion to supplement theory teaching.	136	101	4	38	9	236.963	.01	*
7. Initiate discussion on present current academic issue.	126 126	114 144	8	35-35	6	230.117	.01	*
8. Screen and supervise recreational programmes organised in the tutorials for a change.	61	65	11	106	41	85.434	.01	*
9. Evaluate the functions of tutorial programmes by means of a tool evolved by me/ the college.	62	45	7	142	24	196.033	.01	*

10. Help in evolving criteria and objectives of tutorials.	64	70	10	110	22	131.506	.01	*
11. Assist in the formation of tutorial groups.	110	71	10	69	24	113.498	.01	*
12. Observe and note the behaviour and conduct of individual pupil teachers.	153	71	12	43	10	239.424	.01	*
13. Try to understand and appreciate the difficulties, problems and girevances of the pupil teachers and help them sympathetically.	203	61	5	14	3	503.509	.01	*

It is clear from the table that all the thirteen items show a positive trend towards, "Normally I do", because the chi-square values for all the items are significant at .01 level. Thus we can safely reject the 'equal response' hypothesis and conclude that our group of 308 teacher educators regards all the items as their duty.

Let us now find out the percentages of teacher educators who regard each item as a part of their duty and those who do not regard it as their duty.

Table VIII
Percentages of Teacher Educators regarding the
items of 'Tutorials' as their duty and
those regarding them as not their duty

S.No.	Tutorials	I	II	III	IV
		No.per- ceiving as their duty	% of column I	No.not percei- ving as their duty	% of Column III
1.	Try to understand and appreciate the difficulties, problems and grievances of pupil teachers and help them sympathetically.	278	90.2	30	9.8
2.	Teach, explain and illustrate the concepts of assignment to be done, such as case study, survey, action research, achievement test, etc.	276	89.6	32	10.4
3.	Select topics and questions for discussion to supplement theory teaching.	275	89.3	33	10.7

4. Prepare a list of topics or approve topics for writing essays and term papers.	273	88.6	35	11.4
5. Initiate discussion on current academic issue.	272	88.3	36	11.7
6. Help and guide students in completing the various assignments such as case studies, surveys, achievement tests, etc.	269	87.3	39	12.7
7. Observe and note the behaviour and conduct of individual pupil teachers.	267	86.6	41	13.4
8. Guide and help in developing outline or synopsis of an essay or term paper.	264	85.7	44	14.3
9. Guide and help in preparing a bibliography of related literature.	257	83.4	51	16.6
10. Help in evolving criteria and objectives of tutorials.	253	82.1	55	17.9
11. Assist in the formation of tutorial groups.	250	81.1	58	18.9
12. Evaluate the functioning of the tutorial programme by means of a tool evolved by me/by the college.	249	80.8	59	19.2
13. Screen and supervise recreational programmes organised in the tutorials for a change.	232	75.3	76	24.7

It is evident from the above table that all the thirteen items listed under Tutorials are perceived by the teacher educators as their duty. The percentages in favour of the propositions range from 75.30% to 90.2%. For a number as

large as 308, the percentage of favourable responses as small as 58% is significant at .01 level. Thus all the items under tutorials are considered a part of the duty of the teacher educators. However, items which are given much more importance by the teacher educators relate to understanding and solving trainees' problems, teaching, explanation and illustration of the concepts of assignment, preparation of the list of topics to be assigned, providing help in developing outline of essays or term papers and completing of other type of assignments, initiating discussion on current issues and finally observing and noting the behaviour and conduct of pupil teachers. These functions are perceived by more than 85% of teacher educators as their duty; 80% to 85% of teacher educators are concerned with providing guidance and help in developing bibliographies, with evolving criteria and objectives of tutorials, with evaluating the functioning of the tutorial programmes and with extending assistance in the formation of tutorial groups. Screening and supervision of recreational programmes organised in the tutorials for a change is the least favoured item under this head. It is regarded by 75.30% of the teacher educators as their duty.

Let us now study the perceptions of teacher educators from the Universities, Government and Private teachers' colleges about each item of the area of tutorials.

Table No. IX

Perceptions of Teacher Educators working in Universities,
Government and Private Teachers' Colleges about the
various items of 'tutorials'

S.No.	Functions	Category of Insti- tutions	I No. per ceivi- ng ^o their duty	II % of Column I	III No. not percei- ving as their duty	IV % of column III
1.	Teach, explain and illustrate the concepts of assignments to be done, such as case study, survey, action research, achievement test, etc.	Govt. Pri. Uni.	68 161 47	87.2 98.5-87.5 94	10 19 3	12.8 10.5 6
2.	Prepare a list of topics for writing essays or term papers.	Govt. Pri. Uni.	67 160 46	85.9 88.9 92	11 20 4	14.1 11.1 8
3.	Guide and help in preparing a bibliography of related literature.	Govt. Pri. Uni.	63 148 46	80.8 82.8 92	15 32 4	19.2 17.2 8
4.	Guide and help in developing an outline or synopsis of an essay or term paper.	Govt. Pri. Uni.	62 156 46	97.5-79.5 86.7 92	16 24 4	24.5-20.5 13.3 8
5.	Help and guide students in completing the various assignments such as case studies, surveys, achievement tests, etc.	Govt. Pri. Uni.	63 160 46	80.8 88.9 92	15 20 4	19.2 11.1 8
6.	Select topics and questions for discussion to supplement theory teaching.	Govt. Pri. Uni.	67 162 46	85.9 90 92	11 18 4	14.7 10 8
7.	Initiate discussion on current academic issues.	Govt. Pri. Uni.	66 159 47	84.7 88.9 94	12 21 3	15.3 11.1 6
8.	Screen and supervise recreational programmes organised in the tutorials for a change.	Govt. Pri. Uni.	68 126 38	87.2 70 76	10 54 12	12.8 30 24
9.	Evaluate the functioning of tutorial programmes by means of a tool evolved by me/by the college.	Govt. Pri. Uni.	57 150 42	73.1 83.4 84	21 30 8	26.9 16.6 16

10. Help in evolving criteria and objectives of tutorials.	Govt.	57	73.1	21	26.9
	Pri.	152	84.5	28	15.5
	Uni.	44	88	6	12
11. Assist in the formation of tutorial groups.	Govt.	60	77.0	18	23
	Pri.	150	83.4	30	16.6
	Uni.	40	80	10	20
12. Observe and note the behaviour and conduct of individual pupil teachers.	Govt.	60	77	18	23.0
	Pri.	163	90.6	17	9.4
	Uni.	44	88	6	12
13. Try to understand and appreciate the difficulties, problems and grievances of the pupil teachers and help them sympathetically.	Govt.	63	80.8	15	19.2
	Pri.	171	95	9	5
	Uni.	44	88	6	12

It is clear from the above table that all the teacher educators belonging to the Universities, Govt. Teachers' Colleges and Private Teachers' Colleges regard all the 13 items of this area as their duties. All their response percentages are significant at .01 level. There are, however, interesting variations in the perceptions of the teacher educators of the difference^t categories who do not perceive various items as their duties. The highest percentage of teacher educators belonging to the Government Teachers' Colleges do not perceive as many as 11 out of 13 items as their duties, the percentages ranging from 12.8 to 26.9. The percentages of university teacher educators who do not perceive the various items of this area as their duty is the lowest. The teacher educators belonging to the Private Teacher' Colleges occupy the middle position.

Although the significance of the difference between the percentages of the various categories of teacher educators who do not perceive the various items of the area as their duty has not been calculated, it is surprising that there is not a single item where there is universal agreement. Even such an item as selecting topics and questions for discussion is not regarded as a duty by 14.7% Govt. college teacher educators, 10% Private College teacher educators and 8% University teacher educators.

IV Guidance in Research

The area of Guidance in Research comprises as many as twelve functions of teacher educators. The responses of the teacher educators together with their chi-square values and levels of significance are summarised below in a tabular form.

Table No. X

Responses of Teacher Educators about their Functions in the area of Guidance in Research

* Shows trends towards 'Normally I do'.

** Show trend towards 'I don't do and I believe a teacher educator should not be expected to do it'.

S.No.	Functions	Normally Occassion- I do	I go, but I believe a teacher educator should not be expected to do it	I don't do but I believe a teacher educator should do it	I don't do and I believe a teacher educator should not be expected to do it	Chi- square	Level of signifi- cance	Direction of trend
1.	Read the latest research studies conducted in the field of education at various levels.	125	89	3	43	4	213.819 .01	*
2.	List educational problems in education that deserve attention.	87	92	5	73	7	141.984 .01	*
3.	Assess the interest and depth of insight of the pupil teachers seeking guidance.	92	89	5	62	9	138.620 .01	*

4. Suggest suitable literature for locating and attacking problems of research, i.e. Encyclopaedias, Yearbooks, Reports of Commissions, Dissertations, etc.	130	65	5	46	9	202.783	.01	*
5. Guide in formulating and delimiting the problem, preparing plan of attack, formulating objectives, and hypothesis or assumptions, the selection of sample, etc.	111	58	4	70	11	153.910	.01	*
6. Anticipate and discuss problems likely to be experienced during the research work.	92	64	7	75	13	115.591	.01	*
7. Help in preparing or adapting tools.	114	53	4	72	10	164.092	.01	*
8. Guide and help in the collection of data, processing and analysis of data, presentation and interpretation, etc.	115	48	8	69	14	150.525	.01	*

9. Guide and help in drawing conclusions and suggesting measures as solutions.	106	52	10	68	16	123.395 164.211	.01	*
10. Check and correct the report.	118	35	9	75	16	164.211	.01	*
11. Direct the work of printing, typing and binding of the dissertation.	60	45	8	82	51	59.160	.01	*
12. Develop tools for evaluating dissertations.	53	40	5	129	23	182.080	.01	*

From the above table it is clear that the chi-square values of all the items under this head are significant at .01 level. Thus we can safely reject the 'equal response hypothesis' and conclude that our group really favours the positive aspects of all the propositions. In other words, the group, as a whole, regards all the items as its duty.

Having ascertained the views of the teacher educators regarding their functions in the area of Guidance and in Research our next concern is to find out the exact number of teacher educators who perceive the various items under this head as their duty and those who do not regard them as their duty. The number of the teacher educators together with their percentages are summarised in the following table.

Table No. XI
Percentages of Teacher Educators regarding items
of Guidance in Research as their duty and as
not their duty

S.No.	Guidance in Research (FUNCTIONS)	I No. per- ceiving as their duty	II % of I	III No. not percei- ving as their duty	IV % of III
1.	Read the latest research studies conducted in the field of education at various levels.	257	83.4	51	16.6
2.	List research problems in education that deserve attention.	252	81.8	56	18.2
3.	Assess the interests and depth of insight of the pupil teachers seeking guidance.	242	78.9	65	21.1

4. Suggest suitable literature for locating and attacking problems of research, i.e. Encyclopaedias, Yearbooks, Reports of Commissions, Committees and Conferenees Dissertations, etc.	241	78.2	67	21.8
5. Guide in formulating and delimiting the problem, preparing plan of attack, formulating objectives & assumptions, the selection of sample, etc.	239	77.6	69	22.4
6. Anticipate and discuss problems likely to be experienced during the research work.	231	75.0	77	25.0
7. Help in preparing or adapting tools.	239	77.6	69	22.4
8. Guide and help in the collection of data, processing and analysis of data, presentation and interpretations, etc.	232	75.3	76	24.7
9. Guide and help in drawing conclusions or suggesting measures as solutions.	226	73.4	82	26.6
10. Check and correct the report.	228	74.0	80	26.0
11. Direct the work of printing, typing and binding of the dissertation.	187	60.7	121	39.3
12. Develop tools for evaluating dissertations.	222	72.1	86	27.9

A look at the table shows that all the twelve items under Guidance in Research are perceived by at least 60.7% ~~of the~~ teacher educators as their duty, this percentage being significant at .01 level. Items 1 and 2 pertain to reading the latest research studies conducted in the field of education at various levels and listing research problems in education that deserve attention are regarded by more than 80% of the teacher educators as their duty. Items 3 to 10, viz. assessing the interests and depths of insight of pupil teachers, suggesting suitable literature for locating problems of research, guiding them in formulating and delimiting the problem, preparing plan of attack, formulating objectives, etc., and helping them in selection of samples, discussing anticipated problems in the course of the study, providing guidance and help in preparation of tools, collection, processing, analysis and interpretation of the data, arriving at certain conclusions and checking and correction of the report. These functions are regarded as their duty by between 72% and 79% of the teacher educators. The least favoured item under this head relates to directing the work of printing, typing and binding of the dissertation. It is regarded by 60.7% ~~of~~ teacher educators as their duty.

Let us now study the perception of teacher educators working in Government Teachers' Colleges, Private Teachers' Colleges and University Departments of Education in order to see if there are any significance^t variations.

Table No. XII

Perceptions of Teacher Educators working in Universities,
Government and Private Teachers' Colleges about the
various items of the area - Guidance in Research

S.No.	Functions	Catego- ries of Colleges	No. per- ceiving as their duty	Their per- centage	No. not percei- ving as their duty	Their percen- tage
1.	Read the latest research studies conducted in the field of education at various levels.	Govt. Pri. Uni.	56 154 47	72.2 85.5 94	22 26 3	27.8 14.5 6
2.	List research problems in education that deserve attention.	Govt. Pri. Uni.	56 152 47	72.2 95.5 94	22 5 3	27.8 4.5 6
3.	Assess the interests and depths of insight of the pupil teachers in seeking guidance.	Govt. Pri. Uni.	52 146 45	66.6 81.1 90	26 34 5	35.4 18.9 10.
4.	Suggest suitable literature for locating & attacking problems of research i.e. yearbooks, etc.	Govt. Pri. Uni.	52 145 44	66.6 80.5 88	26 35 6	33.4 19.5 12
5.	Guide in formulating & delimiting the problem preparing plan of attack, formulating objectives, etc.	Govt. Pri. Uni.	53 140 46	67.7 77.7 92	25 40 4	32.3 22.3 8
6.	Anticipate and discuss problems likely to be experienced during the research work.	Govt. Pri. Uni.	52 134 45	66.6 74.4 90	26 46 5	33.4 25.5 10
7.	Help in preparing & adapting tools.	Govt. Pri. Uni.	54 140 45	69.9 77.7 90	24 40 5	30.1 22.3 10
8.	Guide and help in the collection of data processing and analysis of data, presentation and interpretation, etc.	Govt. Pri. Uni.	50 136 46	64.4 75.5 92	28 44 4	35.6 24.5 8

9. Guide and help in drawing conclusions and suggesting measures as solutions.	Govt.	51	65.5	27	34.5
	Pri.	130	72.2	50	27.8
	Uni.	45	90	5	10
10. Check and correct the report.	Govt.	53	67.7	25	32.3
	Pri.	132	73.3	48	26.7
	Uni.	43	86	7	14
11. Direct the work of printing, typing and binding of the dissertation.	Govt.	48	61.2	30	38.3
	Pri.	99	55	81	45
	Uni.	40	80	10	20
12. Develop tools for evaluating Dissertations.	Govt.	51	65.5	27	34.5
	Pri.	132	73.3	48	26.7
	Uni.	39	78	11	22

It is clear from the above table that all the items except Nos. 8 and 11 under the Area of Guidance in Research are regarded by all the three categories of teacher educators from Government, Private and University Teachers' Colleges as a part of their duty and their percentages are significant at .01 level. Item No.8 concerns providing guidance and help in the collection of data, processing and analysis of the data and interpretation etc. of the data. The percentages of teacher educators from Government Colleges who regard this item as their duty is not significant at .01 level, whereas those of teacher educators from Private Colleges and University Departments of Education are. It is really surprising that the teacher educators in Government Colleges do not perceive this item as a part of their duty. Probably it is due to the fact that the security of their jobs or frequent transfers from place to place has resulted in developing in them a sense of indifference to research.

Item No.11 relates to directing the work of printing, typing and binding of the dissertation. This item is perceived by 80% of the teacher educators working in the university Departments of Education as ^apart of their duty and this percentage is significant at .01 level. But teacher educators working in Government and Private Colleges do not regard this item as their duty because their percentages are not significant at .01 level.

V Organisational Responsibilities

Under this area of "Organisational Responsibilities", as many as thirteen items have been identified. The responses of 308 teacher educators are presented in the following table along with the chi-square values ~~nd~~ for all the 13 items of the category.

Table No. XIII

Showing the responses of Teacher Educators about the functions in organisational responsibilities

* Shows the trends towards "Normally I do."
** Show the trend towards "I don't do and I feel a teacher educator should not be expected to do it."

S.No.	Functions	Normally I do	I occasionally do	I do, but I believe that a teacher should not be expected to do it	I don't do but I believe a teacher educator should do it	I don't do and I believe that a teacher educator should not be expected to do it.	Chi-square	level of significance	Direction of trend
1.	Help in evolving admission Criteria.	125	70	11	58	21	143.961	.01	*
2.	Associate myself with the preparation of text books.	53	60	9	133	31	155.501	.01	*
3.	Guide and supervise school projects and experiments.	67	84	12	104	21	110.367	.01	*
4.	Contribute papers to educational journals.	71	109	8	83	12	141.362	.01	*
5.	Associate myself with the education officers in drawing up district level or state level development plans of education.	36	46	15	145	38	186.175	.01	*

6. Guide school complex programmes.	44	64.65	11	134	29	160.086	.01	*
7. Prepare plans for organising workshops, seminars or seminar reading programmes.	83	108	8	377	31 16	152.075	.01	*
8. Work as a resource person in workshops and seminars.	88	100	9	78	12	132.040	.01	*
9. Review my performance and work at the end of the session.	144	74	8	49	11	217.459	.01	*
10. Help in editing a professional journal.	86	72	15	94	21	95.366	.01	*
11. Participate in the deliberations of the faculty meetings and staff meetings.	128	83	13	36	11	187.651	.01	*
12. Prepare for & participate in the professional discussion in the meetings or conferences or committees outside the college.	93	96	11	56	14	124.775	.01	*
13. Cooperate with the visiting educationists and research workers and discuss their problems with them.	139	97	7	26	6	261.196	.01	*

From the table it is clear that all the 13 items show a positive trend towards "Normally I do". This is clear from the fact that in each case the total responses for the positive options (viz. 1,2 and 4) are much larger than the total responses for the negative options (viz. 3,5 and those who did not care to check the items concerned). All the items have values far higher than that required at .01 level (viz. 13.277). Thus we reject the 'equal response' hypothesis and conclude that our group really favours the positive aspects of all the propositions, i.e. the group as a whole regards all the items as their duty.

Let us now find out the exact number of teacher educators who perceive the various items of this area as their duty and those who do not regard them as their duty.

Table No.XIV

Percentage of Teacher Educators regarding the items
of Organisational Responsibilities as their duty
and as not their duty

S.No.	Organisational responsibilities	I No.per ceiving as duty	II % of Col. I	III No.not percei- ving as duty	IV % of III
1.	Review my performance and work at the end of the session.	267	86.7	41	13.3
2.	Work as a resource person in workshops and seminars.	266	86.4	42	13.6
3.	Contribute papers to educational journals.	263	85.4	45	14.6
4.	Prepare plans for organising workshops, seminars or seminar reading programmes.	262	85.1	46	14.9

5. Cooperate with the visiting educationists and research workers and discuss their problems with them.	262	85.1	46	14.9
6. Guide and supervise school projects and experiments.	255	82.8	53	17.2
7. Help in evolving admission criteria.	253	82.1	55	17.9
8. Help in editing a professional journal.	252	81.8	56	18.2
9. Participate in the deliberations of the faculty meetings and staff meetings.	247	80.2	61	19.18 19.8
10. Associate myself with the preparation of text books.	246	79.9	62	20.1
11. Prepare/and participate in the professional discussion in the meetings or conferences or committees outside the college.	245	79.5	63	20.5
12. Guide school complex programmes.	243	78.9	65	21.1
13. Associate myself with the education officers in drawing up district-level or state-level development plans of education.	227	73.7	81	26.3

It is clear from the table given above that all the 13 items of the area of 'organisational responsibilities' are perceived by at least 73.7% teacher educators as their duty, the minimum percentage needed for significance at .01 level being 58 only.

There are three items which are not regarded as their duty by more than 20% teacher educators. These are the association of teacher educators in preparing district-level and state level educational plans, guiding school complex programmes, and participation in meetings of professional associations outside the college. Presumably, these teacher educators regarded duty in its strict official sense and not in the sense of 'moral obligation'.

Let us now study the perception of the various categories of teacher educators, viz. those belonging to the universities, Private Teachers' Colleges and Government Teachers' Colleges with regard to the various items of the area.

Table No. XV

Perceptions of the Teacher Educators belonging to
Government Teachers' Colleges, Private Teachers'
Colleges and Universities about the various
items of the area of Organisational
Responsibilities

S.No. Functions	Catego- ries of T.T. Colleges	No. per- ceiving as their duty	%	No. not percei- ving as their duty	%
1. Help in evolving admission criteria.	Govt.	58	74.1	20	25.9
	Pri.	153	83.1	27	15
	Uni.	42	84	8	16
2. Associate myself with the preparation of text books.	Govt.	59	75.3	19	24.7
	Pri.	144	80	36	20
	Uni.	43	86	7	14
3. Guide and supervise school projects and experiments.	Govt.	59	75.3	19	24.7
	Pri.	151	83.8	29	16.2
	Uni.	45	90	5	10
4. Contribute papers to educational journals.	Govt.	63	80.3	15	19.7
	Pri.	149	82.7	31	17.3
	Uni.	45	90	5	10
5. Associate myself with the Education officers in drawing up district level development plans of education.	Govt.	52	66.57	26	33.3
	Pri.	135	75	45	25
	Uni.	40	80	10	20
6. Guide school complex programmes.	Govt.	57	73.3	21	26.7
	Pri.	144	80	36	20
	Uni.	42	84	8	16
7. Prepare plans for organising workshops and seminars.	Govt.	62	79.2	16	20.8
	Pri.	156	86.7	24	13.3
	Uni.	44	88	6	12
8. Work as a resource person in workshops and seminars.	Govt.	66	84.2	12	15.8
	Pri.	154	85.5	26	14.5
	Uni.	46	92	4	8

9. Review my performance and work at the end of the session.	Govt.	64	52.1	14	17.9
	Pri.	157	87.2	23	12.8
	Uni.	46	92	4	8
10. Help in editing professional journals	Govt.	58	74.1	20	25.9
	Pri.	152	84.5	28	15.5
	Uni.	42	84	8	16
11. Participate in the deliberations of the faculty meetings and staff meetings.	Govt.	61	78.8	17	21.2
	Pri.	140	77.7	40	22.3
	Uni.	46	92	4	8
12. Prepare and participate in the professional discussions in the conferences outside the college.	Govt.	61	78.8	17	21.2
	Pri.	138	76.7	42	23.3
	Uni.	46	92	4	8
13. Cooperate with the visiting educationists and research workers and discuss their problems with them.	Govt.	60	77.0	18	23.0
	Pri.	153	86.2	25	13.8
	Uni.	47	94	3	6

Thus the percentage of all three categories of teacher educators who regard each item of the area of organisational responsibilities as their duty is higher than 66.3, the minimum needed for significance at .01 level being only 58%. The conclusion reached in the two preceding tables is supported by this table also.

There are, however, a few items where the perception of the different categories of teacher educators differs to some extent. While only 66.3% of teacher educators from Govt. Teachers' Colleges regard their association with the education authorities in district level planning as their duty, 75% teacher educators of Private Teachers' Colleges

and 80% teacher educators from the universities ^{ies} do so.

The percentages of teacher educators from the universities who regard the various items of this area as their duty ranges from 84 to 94. This range is from 75% to 87.2% in the case of the teacher educators from private teachers' Colleges and from 66.3 to 84.2 % in the case of teacher educators from Government Teachers' colleges.

Negatively, ten out of thirteen items of the area are not recognised as their duty by more than 20% teacher educators of Government Teachers' Colleges. The association with the education authorities in preparing district level educational plans is not regarded as their ^{duty} by as many 33.7% teacher educators from Govt. Teachers' Colleges, 25% teacher educators from Private Teachers' Colleges and 20% teacher educators from the universities.

These differences in perception are no doubt due to the fact that several items do not formally belong to the official duties assigned to the teacher educators. They may be regarded as their duties in a broad sense of moral obligation.

VI Curriculum Development

Under this sixth major category as many as thirteen functions of teacher educators were identified. The following table gives a summary of the responses of the teacher educators together with their chi-square values with their level of significance.

Table No. XVI

Showing the responses of teacher educators about the functions in curriculum development

* shows trend towards Normally I do.

** Show the trend towards 'I don't do and I believe a teacher should not be expected to do it.'

S.No.	Functions	Normally I do.	Occasionally I do	I do, but I believe a teacher educator should not be expected to do it.	I don't do but I believe a teacher educator should do it. Should not be expected to go it.	Chi-Square	Level of significance.
1.	Study theories and principles of curriculum development, study of recommendations of commissions, committees and educationists about the aims and objectives of teacher education.	176	80	7	28	4	352.881 .01 *
2.	Study reports and observations about the defects & limitations of the teacher education programme in vogue.	169	98	2	20	5	362.359 .01 *
3.	Formulate or revise functional objectives of the part of the curriculum under development.	89	90	9	89	16	121.313 .01 *

4. Study various duties and responsibilities being performed by teachers in schools.	121	103	5	52	13	154.706	.01	*
5. Study the difficulties and problems faced by teachers after training.	109	113	5	58	9	134.225	.01	*
6. Assist in the selection of students for admission to the colleges and various faculties.	142	61	9	67	13	157.493	.01	*
7. Collect donations, contributions, information, etc. when needed.	71	56	12	42	107	85.853	.01	*
8. Maintain students' progress records and cumulative records.	121	43	10	90	51	135.093	.01	*
9. Look after the administrative affairs such as establishment, accounts, correspondence, etc.	83	53	12	41	9	79.759	.01	*

10. Attend to student welfare activities, such as board, lodging, transportation, etc.	103	55.65	13	60	40	75.137	.01	*
11. Acquaint pupil teachers with college conventions and traditions.	167	77	7	31	13	298.167	.01	*
12. Explain administrative difficulties, problems and limitations to student teachers.	141	95	5	26	24	227.605	.01	*
13. Advise students for offering specialised or optional courses.	154	106	6	30	7	290.015	.01	*

From the above table it is clear that all the thirteen items show a positive trend towards "Normally I do" because the chi-square values for all the items are significant at .01 level. Thus we can safely reject the 'equal response' hypothesis and conclude that the group really favours the positive aspects of all the propositions and regards all the items as its duty.

Let us now find out the percentages of the teacher educators who regard each item as a part of their duty and those who do not regard it as their duty.

Table No. XVII

Percentages of Teacher Educators regarding the items
of 'Curriculum Development' as their duty and
those regarding them as not their duty

S.No.	Functions	No. per ceiving as duty	%	No. not percei- ving as duty	%
1.	Advise students for offering specialised optional courses.	290	94.1	18	5.9
2.	Study reports and observations about the defects and limitations of the teacher education programme in vogue.	287	93.2	21	6.8
3.	Study theories and principles of curriculum development, study the recommendations of the commissions, committees and educationists about the aims and objectives of teacher education.	284	92.2	24	7.8

4. Study the difficulties and problems faced by the teachers after training.	280	90.9	28	9.1
5. Look after the administrative affairs such as establishment, accounts, correspondence, etc.	177	57.5	131	42.5
6. Study various duties and responsibilities being performed by teachers in schools.	276	89.6	32	10.4
7. Acquaint pupil teachers with college conventions and traditions.	275	89.3	33	10.7
8. Assist in selection of students for admission to the colleges and various faculties.	270	87.7	38	12.3
9. Collect donations, contributions, information etc. when needed.	169	54.5	139	45.5
10. Formulate or revise functional objectives of the part of the curriculum under development.	268	87.0	40	13.0
11. Explain administrative difficulties, problems and limitations to student teachers.	262	85.1	46	14.9
12. Maintain student's progress records and cumulative records.	259	84.1	49	15.9
13. Attend to student welfare activities as such as board, lodging, transportation, etc.	234	75.9	74	24.1

It is evident from the above table that eleven out of thirteen items listed under the area of curriculum development are perceived by the teacher educators as their duty. The percentages in favour of the propositions range from 75.9% to 94.1%. These percentages are significant at .01 level. More than 90% of the teacher educators regard the following items as their duty: advising students for offering specialised optional courses, studying reports and observations about the defects and limitations of the teacher education programme, studying theories and principles of curriculum development and trying to be in touch with the difficulties and problems faced by the teachers after training. Studying various duties and responsibilities performed by teachers in schools, acquainting pupil teachers with college conventions and traditions, providing assistance in the selection of students for admission to the college and various faculties, formulating or revising the functional objectives of the curriculum under development, explaining administrative difficulties, problems and limitations to student teachers, and maintenance of students' progress records, etc. are perceived by 84% to 90% of teacher educators as their duty. Attending ^t student welfare activities is regarded by 75.9% ~~of the~~ teacher educators as their duty. There are two items, viz., collecting donations, contributions, information, etc. when needed and looking after establishment, accounts, correspondence, etc. where the percentages of teacher educators ^t regarding them as their duty is not significant at .01 level.

Let us now study the perceptions of teacher educators from the universities, government and Private teachers' colleges about each item of the area of curriculum development.

Table No. XVIII

Perceptions of Teacher Educators working in Universities,
Government and Private Teachers' Colleges about
the various items of curriculum development

S.No.	Functions	Catego- ries of T.T. colleges	No. per- ceiving as their duty	%	No. not perceiv- ing as their duty	%
1.	Study theories and principles of curriculum development, study the recommendations of commissions about the aims of teacher education.	Govt. Pri. Uni.	68 168 48	87.2 93.3 96	10 12 2	12.8 6.7 4
2.	Study reports and observations about the defects and limitations of the teacher education programme in vogue.	Govt. Pri. Uni.	67 173 47	85.5 96.1 94	11 7 3	14.5 3.9 6
3.	Formulate or revise functional objectives of the part of the curriculum under development.	Govt. Pri. Uni.	62 160 46	79.9 88.8 92	16 20 4	20.1 11.2 8
4.	Study various duties and responsibilities being performed by teachers in schools.	Govt. Pri. Uni.	69 161 46	88.8 89.4 92	9 19 4	11.2 10.6 8
5.	Study the difficulties and problems faced by teachers after training.	Govt. Pri. Uni.	65 163 47	83.3 90.5 94	13 17 3	16.7 9.5 6
6.	Assist in the selection of students for admission to the colleges and various faculties.	Govt. Pri. Uni.	62 161 47	79.5 89.4 94	16 19 3	20.5 10.6 6
7.	Collect donations, contributions, informations. etc. when needed.	Govt. Pri. Uni.	45 103 21	57.7 57.2 42	33 77 29	42.3 42.8 50

8. Maintain students' progress records and cumulative records.	Govt.	50	70.1	25	29.9
	Pri.	162	90	18	10
	Uni.	42	84	8	16
9. Look after the administrative affairs such as establish-ment, accounts, correspondence, etc.	Govt.	46	58.8	32	41.2
	Pri.	102	56.6	78	43.4
	Uni.	29	53	21	42
10. Attend to student welfare activities, such as, board, lodging, etc.	Govt.	55	70.1	23	29.9
	Pri.	142	78.8	38	21.2
	Uni.	37	74	13	26
11. Acquaint pupil teachers with college conventions and traditions.	Govt.	64	82.2	14	17.6
	Pri.	165	90.1	15	9.9
	Uni.	46	92	4	8
12. Explain administrative difficulties, problems, etc. to the pupil teachers.	Govt.	64	82.2	14	17.3
	Pri.	153	85	27	15
	Uni.	45	90	5	10
13. Advise students for offering specialisa-tion or optional courses.	Govt.	69	88.5	9	11.5
	Pri.	174	96.6	6	3.4
	Uni.	47	94	3	6

All the three categories of teacher educators regard eleven out of thirteen items as their duty, their percentages being significant ^{at} .01 level. There are, however, two items, viz. collecting donations, contributions, informations etc. when needed and looking after the administrative affairs such as establishment, accounts, correspondence, etc. where the percentage of teacher educators of all categories individually who regard them as their duty is not significant at .01 level. We may thus conclude that only eleven out of thirteen items of this area are regarded as their duty by all the teacher educators belonging to the universities, government Teachers' Colleges and Private Teachers' Colleges.

VII, Professional Growth and Professional Leadership

As many as fourteen possible functions of teacher educators were identified in this area of professional growth and professional leadership. The following table gives the responses of all the 308 teacher educators to each item, along with their chi-square values and their levels of significance.

Table No. 417

Showing the responses of teacher educators about the functions in professional growth and professional leadership

* Slows trend towards 'Normally I do'.

** Slow trend towards 'I don't do and I believe a teacher educator should not be expected to do it'.

S.No.	Functions	Normally I do I do	Occasion- ally I do	I go, but I believe a teacher educator should not be expected to do it	I don't do but I belie- ve a teacher educator should do it	I don't do a teacher educator should not be expected to do it	Chi- square	Level of sig- nifi- cance	Directio of trend
		227	55	4	9	5	611.204	.01	*

3. Keep in touch with the activities and educational programmes of the agencies such as secondary education board, Education Dept., University concerned, UGC., NCERT, S.I.E., etc.	185	65	3	23	4	40,004	.01	*
4. Try to understand school problems through surveys and research projects.	108	98	5	72	13	154,091	.01	*
5. Acquaint teachers and headmasters with the innovations in methodology and teaching.	105	97	9	71	15	137,021	.01	*
6. Give expert assistance to school staff in solving their problems by preparing model lessons and unit plans, supervising school work and academic progress, etc.	94	92	6	69	17	130,622	.01	*
7. Select and organise curriculum items.	97	75	1	36	25	123,060	.01	*
8. Suggest teaching learning situations.	115	96	7	58	13	161,225	.01	*

9. Determine priorities to be given to each item in the curriculum.	119	83	4	69	23	144.21.	.01	*
10. Examine the existing curriculum critically.	129	108	6	40	11	217.256	.01	*
11. Select and prepare a list of books for intensive study and reference.	151	96	7	34	5	274.252	.01	*
12. Recommend to the Principal to provide for equipment and material facilities.	128	111	5	36	11	226.989	.01	*
13. Undertake research work to assess the needs and interests of the children.	72	81	8	115	17	139.131	.01	*
14. Discuss curriculum items with the colleagues.	120	126	6	34	7	244.830	.01	*

From the table it is clear that all the fourteen items of the area show a positive trend towards 'Normally I do' with a chi-square value which is much higher than the minimum needed for significance at .01 level, viz. , 13.277. So we can safely reject the equal response hypothesis and conclude that our group of 308 teacher educators regards all the 14 items as their duty.

Let us now find out the percentages of teacher educators who regard ~~regard~~ each item as a part of their duty and those who do not regard it as their duty.

Table No. XX
Percentages of Teacher Educators who regard the
various items of the area of Professional
Growth and Professional Leadership as
their duty or not as their duty

S.No.	Professional Growth and Professional Leader- ship	No. per ceiving as their duty	%	No. not perceiving as their duty	%
1.	Keep in touch with the activities and educational programmes of the agencies such as secondary education Board, Education Department University concerned, U.G.C., NCERT, S. I. T., etc.	293	95.1	15	4.9
2.	Keep myself well informed about the changes in the administrative structure, activities and programme of school education and teacher education.	292	94.8	16	5.2
3.	Keep myself in touch with changes and innovations in education in my special field through reading research journals, books and periodicals.	291	94.5	17	5.5

4. Select and prepare list of books for intensive study and reference.	281	91.2	27	8.8
5. Discuss curriculum items with colleagues.	280	90.9	28	9.1
6. Try to understand school problems through surveys and research projects.	278	90.2	30	9.8
7. Give expert assistance to school staff on solving their professional problems by preparing model lesson and unit plans, supervising school work and academic progress.	276	89.3	33	10.7
8. Examine the existing curriculum critically.	277	89.9	21	10.1
9. Recommend to the Principal to provide for equipment and material facilities.	275	89.3	33	10.7
10. Acquaint teachers and headmasters with the innovations in methodology and teaching.	273	88.6	35	11.4
11. Determine priorities to be given to each item in the curriculum.	271	87.9	37	12.1
12. Suggest teaching learning situations.	269	87.5	39	12.7
13. Select and organise curriculum items.	268	87.0	40	13.0
14. Undertake research work to assess the needs and interests of the children.	268	87.0	40	13.0

It is clear from the table that all the 14 items of the area are perceived as their duty by between 37 and 95% teacher educators, the minimum percentage needed for significance at .01 level ~~ent~~ being only 58.

What is surprising is that a small percentage of teacher educators, although this percentage is not statistically significant, should not regard as their duty even such items as selecting and organising curriculum items, examining the existing curriculum critically, ~~examining~~ selecting and preparing lists of books for intensive study and reference, etc. They may have done so because these are not the ordinary day-to-day routine of functions that the teacher educators are expected to perform.

We shall now study the perceptions of our three categories of teacher educators about the various items of this area of Professional Growth and Professional Leadership. The following table summarises the responses of each category of our teacher educators to various items of the area.

Table No. III

Perceptions of Teacher Educators belonging to Government Teachers' Colleges, Private Teachers' Colleges and Universities about the various items of the area of Professional Growth and Professional Leadership

S. No.	Functions	Catego- ries of Colleges	No. per ceiving as their duty	%	No. not percei- ving as their duty	%
1.	Keep myself in touch with the changes and innovations in education in my special field through reading research journals, books and periodicals.	Govt. Pri. Uni.	70 173 48	89.9 96.1 96	8 7 2	10.1 3.9 4
2.	Keep myself well informed about the changes in the administrative structure, activities and programmes of school education and teacher education.	Govt. Pri. Uni.	70 173 49	89.9 96.1 98	8 7 1	10.1 3.9 2
3.	Keep in touch with the activities and educational programmes of the agencies such as secondary education board, Education Dept., University concerned, U.C.C., NCLRP., S.I.E., etc.	Govt. Pri. Uni.	70 174 49	89.9 96.6 98	8 6 1	10 3.4 2
4.	Try to understand school problems through surveys and research projects.	Govt. Pri. Uni.	66 163 49	84.2 90.5 98	12 17 1	15.8 9.5 2
5.	Acquaint teachers and headmasters with the innovations in methodology and teaching.	Govt. Pri. Uni.	62 166 45	79.2 92.2 90	16 14 6	20.8 7.8 10
6.	Give expert assistance to school staff in solving their professional problems by preparing model lesson and unit plans, supervising school and academic progress, etc.	Govt. Pri. Uni.	63 167 45	80.3 92.7 90	15 13 5	19.7 7.3 10
7.	Select and organise curriculum items.	Govt. Pri. Uni.	66 163 46	84.2 90.5 92	12 17 4	15.8 9.5 8

8. Suggest teaching learning situations.	Govt.	65	88.1	15	16.9
	Pri.	157	87.5	23	12.5
	Uni.	46	92	4	8
9. Determine priorities to be given to each item in the curriculum.	Govt.	67	85.3	11	14.7
	Pri.	156	86.6	24	13.4
	Uni.	46	92	4	8
10. Examine the existing curriculum critically.	Govt.	68	87.7	10	12.3
	Pri.	155	86.1	25	13.9
	Uni.	48	96	2	4
11. Select and prepare the lists of books for intensive study and reference.	Govt.	68	87.7	20	12.3
	Pri.	157	87.2	23	12.3
	Uni.	49	98	1	2
12. Recommend to the Principal to provide for equipment and material facilities.	Govt.	66	84.5	12	15.4
	Pri.	168	93.3	12	6.7
	Uni.	47	94	3	6
13. Undertake research work to assess the needs and interests of the children.	Govt.	60	74.4 ^{77.7}	18	25.6 23
	Pri.	158	87.7	22	12.3
	Uni.	50	100	0	0
14. Discuss curriculum items with colleagues.	Govt.	62	76.4 ^{77.7}	16	20.6
	Pri.	158	97.7	22	12.3
	Uni.	50	100	0	0

From the table it is clear that all the functions of this area are recognised as their duty by at least 74.4% teacher educators of all categories, the minimum percentage required (in the case of the teacher educators belonging to Private Teachers' Colleges) being 60 for significance at .01 level. Most of the functions are perceived as their duty by between 80 and 100% teacher educators.

Thus from all the three tables in this area it may be safely concluded that all the 508 teacher educators as a whole and the various categories of teacher educators generally regard all the items of the area as their duty.

VIII Guidance and Participation in Co-Curricular Programmes

As many as fourteen functions of teacher educators were identified under the area of Guidance and Participation in Co-curricular Programmes. The following table gives a summary of the responses of the teacher educators together with their chi-square values at .01 level of significance.

Table No. XIII

Showing the responses of teacher educators about the functions in Guidance and Participation in Co-Curricular Programmes

* Shows trends towards "Normally I do."

** Show trend towards "I don't do, and I believe a teacher educator should not be expected to do it"

S.N.	Functions	Normally I do	I do, but I believe a teacher educator should not be expected to do it.	I don't do but I believe a teacher educator should not be expected to do it.	I don't do and I believe a teacher educator should not be expected to do it.	Chi-Square	Level of significance	Direction of trend	
1.	Prepare programme for co-curricular activities.	135	95	5	43	14	210.052	.01	*
2.	Decide the nature and the Scope of the co-curricular activities.	132	86	6	49	17	165.635	.01	*
3.	Guide and counsel pupil teachers to choose and participate in a co-curricular activity.	134	92	7	52	9	205.515	.01	*
4.	Assist the Principal in assessing the facilities available and needed for organising co-curricular programmes.	130	89	6	52	10	194.898	.01	*

5. Help and advise students for drawing out the plan and targets for the session.	118	85	7	66	13	136.032	.01	*
6. Guide students in planning the budget proposals and fixing targets for the session.	86	65	7	84	49	74.005	.01	*
7. Suggest to the students the appropriate literature or person or source for improving participation in co-curricular activity.	88	115	5	59	25	137.793	.01	*
8. Participate in co-curricular programme.	139	86	7	47	12	209.324	.01	*
9. Help and guide students in selection and screening the items of the co-curricular activities.	105	103	10	58	14	146.102	.01	*
10. Guide the students in correspondence work, obtaining material, accommodation etc. needed.	79	90	7	71	39	80.291	.01	*

11. Observe pupil teachers' performance in the co-curricular activity to diagnose their handicaps and limitations and suggest remedial steps.	109	93	7	57	24	130.756	.01	*
12. Identify the qualities of pupil teachers to provide scope for growth.	110	95	7	65	13	156.428	.01	*
13. Guide students in evaluating the organisation of the activity.	91	89	11	79	20	105.923	.01	*
14. Prepare a report of the programme to improve its quality.	77	86	4	89	28	104.151	.01	*

From the above table it is clear that all the fourteen items under this category show a positive trend towards "Normally I do" as the chi-square values of all the items are significant at .01 level. Thus we can safely reject the 'equal response' hypothesis and conclude that the group really favours the positive aspects of all the propositions and regards all the items as its duty.

Let us now find out the percentages of teacher educators who regard each item as a part of their duty and those who do not regard it as their duty.

Table XXIII

Percentages of Teacher Educators regarding the items of Guidance and Participation in Co-Curricular Programmes as their duty and those regarding them as not their duty

S.No.	Guidance and participation in Co-curricular Programme.	No. perceiving as their duty	%	No. not perceiving as their duty	%
1.	Prepare programme for co-curricular activities .	273	88.6	35	11.4
2.	Decide the nature and scope of the co-curricular activities.	269	87.3	39	12.7
3.	Guide and counsel pupil teachers to choose and participate in a co-curricular activity.	278	90.2	30	9.8
4.	Assist the Principal in assessing the facilities available and needed for organising co-curricular programmes.	271	87.9	37	12.1
5.	Help and advise students for drawing out the plan and targets for the session.	269	87.3	39	12.7

6. Guide students in planning the budget proposal and fixing targets for the session.	225	76.3	73	23.7
7. Suggest to the students appropriate literature or person or source for improving participation in co-curricular activity.	262	85.1	46	14.9
8. Participate in the co-curricular programmes.	272	88.3	56	11.7
9. Help and guide students in selection and screening the items of co-curricular activities.	266	86.4	42	13.6
10. Guide the students in correspondence work, obtaining material, accommodation, etc. needed.	240	77.9	68	22.1
11. Observe pupil teachers' performance in the co-curricular activity to diagnose their handicaps and limitations and suggest remedial steps.	259	84.1	49	15.9
12. Identify the qualities of pupil teachers to provide scope for growth.	276	87.7	38	12.3
13. Guide students in evaluating the organisation of the activity.	259	84.1	49	15.9
14. Prepare a report of the programme to improve its quality.	252	81.8	56	18.2

It is evident from the above table that all the fourteen items under the area of guidance and participation in Co-curricular Programmes are perceived by teacher educators as their duty, the propositions being significant at .01 level. The highest percentage is 90.2% which concerns the teacher educators' duty of providing guidance and counselling to pupil teachers to choose and participate in a co-curricular activity whereas the ^{lowest} ~~poorest~~ percentage is 77.9% and this relates to providing guidance to the students in correspondence work, obtaining material, accommodation, etc. The rest of the items are perceived by between 81% and 89% teacher educators as a part of their duty.

Let us now study the perception of teacher educators from the universities, Government and Private Teachers' Colleges about each item of the area of guidance and participation in Co-curricular Programme.

Table XAIV

Perceptions of Teacher Educators Working in Universities,
Government and Private Teachers Colleges' about the
various items of Guidance and Participation
in co-curricular programmes

S.No.	Functions	category of T.T. colleges	No. perceiving as their duty	%	No. not perceiving as their duty	%
1.	Prepare programme for co-curricular activities.	Govt.	53	71.4	20	25.6
		Pri.	159	88.3	21	11.7
		Uni.	46	92	4	8
2.	Decide the nature and scope of the co-curricular activities.	Govt.	54	82.2	14	17.8
		Pri.	162	90.18	18	10
		Uni.	43	86	7	14
3.	Guide and counsel pupil teachers to choose and participate in a co-curricular activity.	Govt.	57	85.4	11	14.6
		Pri.	162	90.3	17	9.5
		Uni.	48	96	2	4
4.	Assist the Principal in assessing the facilities available and needed for organising co-curricular programmes.	Govt.	57	85.9	11	14.6
		Pri.	159	88.3	21	11.7
		Uni.	45	90	5	10
5.	Help and advise students for drawing out the plan and targets for the session.	Govt.	66	84.6	12	15.4
		Pri.	158	87.7	12	12.3
		Uni.	45	90	5	10
6.	Guide students in planning the budget proposals and fixing targets for the session.	Govt.	55	70.2	23	29.3
		Pri.	142	78.8	38	21.2
		Uni.	38	76	12	24
7.	Suggest to the students appropriate literature or person or source for improving participation in co-curricular activity.	Govt.	63	80.2	15	19.7
		Pri.	165	91.6	15	8.4
		Uni.	34	68	16	32
8.	Participate in the co curricular programme.	Govt.	67	85.4	11	14.6
		Pri.	157	87.2	23	12.8
		Uni.	45	90	5	10

9. Help and guide students in selection and screening the items of the co-curricular activities.	Govt.	64	82.2	14	17.8
	Pri.	158	87.7	22	12.3
	Uni.	44	88	6	12
10. Guide the students in correspondence work, obtaining material, accommodation etc. needed.	Govt.	59	75.3	19	24.7
	Pri.	142	78.8	38	21.2
	Uni.	39	78	11	22
11. Observe pupil teachers' performance in the co-curricular activity to diagnose their handicaps and limitations and suggest remedial steps.	Govt.	56	71.3	22	28.7
	Pri.	151	88.8	29	16.2
	Uni.	42	84	8	16
12. Identify the qualities of pupil teachers to provide scope for growth.	Govt.	67	79.2	16	20.8
	Pri.	163	90.5	17	9.5
	Uni.	45	90	5	10
13. Guide students in evaluating the organisation of the activity.	Govt.	63	80.3	15	19.7
	Pri.	151	88.8	29	16.2
	Uni.	45	90	5	10
14. Prepare a report of the programme to improve its quality.	Govt.	61	78.8	17	21.2
	Pri.	149	82.7	31	17.3
	Uni.	42	84	8	16

It is clear from the table given above that all the three categories of teacher educators working in Government and Private Teachers' Colleges and University Departments of Education regard each item of the area of Guidance and Participation in Co-curricular programmes as their duty as the columns in each case show a higher percentage than required at .01 level of significance. Most of the functions are perceived as their duty by more than 80 percent of teacher educators.

From an analysis of the data in this chapter, we have found that almost all the functions of teacher educators located under the eight areas are accepted as their duties by all the three categories of teacher educators from Government and Private Secondary Teachers' Colleges and from the University Departments of Education. This acceptance has been statistically found significant at .01 level. It has been interesting to find that there is always a small number of teacher educators (statistically insignificant) who deny almost every item to be a part of their duty, but some of these functions are expected to be universally acceptable, e.g. teaching the concepts of lesson plans and unit plans, giving demonstration lessons, preparing or using a tool for observation of teaching, etc.

C H A P T E R IV

Views about the Duties of Teacher Educators
and Observation of their Actual Programmes

The two research assistants visited 15 teachers colleges of some standing in the three states of Rajasthan, Punjab and Madhya Pradesh, five in each state. They interviewed altogether 15 principals of teachers colleges, 50 teacher educators, 50 student-teachers and 20 secondary school headmasters. The main purpose of the visits and interviews was to collect questionnaires to verify responses and to get the opinions of the persons concerned about the various duties and responsibilities of teacher educators.

One of the research assistants attended the First Asian Conference on Teacher Education held at Bangalore in the middle of June, 1971 and interviewed some of the eminent educationists who had gathered there to attend the conference. At a later stage of the investigation, the other research assistant also approached four educationists of some repute and collected their views with regard to the various duties and responsibilities of teacher educators.

Almost all the educationists agreed that teacher educators should change the stereotyped methods and techniques of teaching in consonance with the changing social order. In classroom teaching the predominance of lecture should be reduced to the minimum and more emphasis should be laid on discussions, seminars, assignments and other techniques of small group instruction. The teacher educators should make thorough preparation of the subject matter, divide the subject into units and circulate outlines of the topics to the student teachers.

As regards student teaching the consensus of opinion centred round the necessity of orientation programmes and demonstration lessons before the student teaching actually began. Some of the educationists laid stress on the familiarity of the student teachers with school environment and needs of the children. They should be properly initiated in the technique of lesson planning. One educationist was of the opinion that guidance and supervision of the lessons should be done by subject specialists only. Each lesson should be properly discussed and student teachers should be advised to incorporate the suggestions in the next lesson. Another educationist suggested that student teaching programme should be developed in collaboration with the headmasters of practising schools.

About tutorials, all the educationists agreed that it should form one of the essential duties of teacher educators. The purpose of tutorials should be to pay individual attention to students and to improve their academic competence. Discussions should be held on materials handled in one's classes as well as on assignments given to the students. As regards the composition of the tutorials, there was no unanimity of opinion. The number might vary from 10 to 20. They, however, agreed that tutorial groups should be organised on the basis of the interests of the students and attended to by the teacher educators by rotation.

In order to equip the student teachers with the skill and resourcefulness to organise co-curricular activities in the schools the educationists opined that these should be arranged around curricular programmes. Both the teacher educators and the student teachers should draw schemes for the organisation of such activities jointly and devise ways and means for their implementation.

As regards the ²age of guidance in research, the educationists suggested that the teacher educators' duty was to initiate and train the students in the methodology of research so that they might be able to collect data, analyse it and reach an appropriate conclusion. With a proper understanding of the academic background and competence of the research worker, the teacher educator should suggest suitable literature for locating and attacking a problem and guide and supervise his work at different levels of the progress of the research work.

To be a successful teacher educators, it was essential, the educationists felt, that they should read widely, keep themselves in touch with the current educational research and publications, write articles in the area of their interest, undertake investigations into various problems of education, attend well-conducted seminars and conferences. These activities are conducive to their professional growth and provide opportunities for professional leadership.

As regards curriculum development, the teacher educators' duty was to do constant thinking on the needs of the community, to study the curriculum changes in India and abroad and to make frequent evaluation of the curricular programmes in the light of their own experiences.

As non-participant observers, they also observed 25 classroom lectures, 18 periods of guidance in lesson planning, 10 tutorials, 10 periods of guidance in research and 10 curricular programmes.

From the small amount of actual observation made, it is not possible to draw any valid or reliable conclusions about the actual performance by teacher educators of the various functions which they theoretically perceive as their duties. The replies of the teacher educators at the time of the interviews are not very different from their written responses in the questionnaires, although quite a few of them admitted privately that they did not perform 50% of the functions which they have accepted as their duty in writing.

There was another serious limitation to the observation made by the research assistants. In observing a lecture period or period meant for guidance in lesson planning, all the aspects of the relevant fields could not possibly come up. Indeed, only two or three aspects could be observed about each area during a period. So it is not possible to compare what the teacher educators actually did with what they believed to be their duty. So the observations about the performance of the teacher educators may be regarded as isolated examples and not as a general practice of what the teacher educators as a group normally do.

Student Teaching

Fifteen periods were observed when the teacher educators were guiding the trainees in lesson planning. Six lectures were discussing the theoretical aspects of the school subjects, the division of the syllabus into units, need of planning lessons, etc.; five presented model lesson plans and discussed these with the trainees; and four were actually correlating the lesson plans prepared by the students.

All the three aspects are important, but it could not be ascertained, though observation, how effectively lessons are guided, improved and supervised. Indeed, what the lecturers regarded as their duty, but did not do was beyond the scope of actual observation.

Theory Lectures

Twenty~~three~~^{five} lecture periods were observed. Fifteen lecturers had notes before them out of which they read extensively and occasionally dictated portions. Five of these got annoyed when any questions were asked or any explanations were demanded by the trainees. Five lecturers discussed various problems, but most of them did not seem to have prepared their lectures and repeated very general and commonly known facts.

Tutorials

Out of ten tutorial classes, observed, only three appeared to be engaged in something worthwhile. The trainees read the essays written by them earlier for discussion by the group and the lecturer. The remaining classes had a kind of entertainment like songs, gossip or tea.

Guidance in Research

Ten periods where the staff were supposed to guide research work at the M.Ed. level were observed. These were not regular classes attended by groups of students. Students in ones or twos came and sought clarification about certain points in their dissertations. In three classes, students sought clarification about the scope of their dissertation topics, in two classes they needed help in selecting a suitable topic and the lecturer

gave the few points to be borne in mind - about the time factor, availability of the data required, etc.; in five classes the students reported satisfactory progress and the periods were spent in general discussion or the students went to work in the college library with the permission of the lecturer.

Participation in Cocurricular Activities

Ten cocurricular programmes in all were observed - three games, two debates, 2 poetry recitation, one social 'get-together' and two light music. The programmes were organised by the students with whatever help that they might have needed ~~and~~ from the lecturers at the planning stage.

Thus the data, obtained from observation, about the duties actually performed by teacher educators during their normal working hours in the college is not very illuminating. On its basis we are not in a position to conclude anything about what duties teacher educators perform and what duties they do not perform. We can get only a general idea about what actually went on in the individual classes that were actually observed.

The views of Teachers' College Principals,
Headmasters and Trainees on Student Teaching

All the 15 teachers' college principals, 20 school headmasters and 50 student teachers who were interviewed agreed about the importance of the 'Orientation Programme' before the practice lessons in schools. This must be an important part of the duty of all teacher educators. They, however, differed about the duration of this programme. The duration suggested by them ranged from one to three weeks.

All the 15 teachers' college principals wanted demonstration lessons, but 9 of them felt that these should be given by experienced school teachers. This feeling was no doubt due to the fact that most of the teacher educators in teachers' colleges have no teaching experience and cannot give effective demonstration lessons.

All the twenty headmasters interviewed also regarded demonstration lessons by teachers' college staff as an important part of their duty.

While all the fifty student teachers also regarded demonstration lessons as important, but wanted greater mastery of subject matter and greater emphasis on actual classroom situations on part of teacher educators giving. This indicates that in the opinion of the trainees, some teacher educators were not well up in the subjects they taught and that some lessons were not related to actual classroom situations.

With regard to the guidance on lesson planning and in the supervision of practice teaching nearly fifty percent student teachers felt that they were not effectively done.

Theory Teaching

All the principals of the training colleges and the headmasters of the schools expressed their dissatisfaction with the way theory teaching was handled in training colleges. predominance of lecture method in theory teaching was the root cause of the evil. The majority of the principals and the headmasters suggested that teacher educators should adopt different methods and techniques for initiating the student teachers in the theoretical side of training. Some of the methods and techniques suggested were lectures followed by seminars, and tutorials, written assignments, depth study and team teaching. While three principals of training colleges were of the views that teacher educators should teach different papers by rotation, two of them suggested that each lesson should start with testing questions of five minutes' duration and be followed by teacher educator's providing a brief summary or synopsis along with references at the end.

Most of the headmas~~ters~~ters who were interviewed were of the opinion that the teacher educators should be familiar with evaluation techniques and they should take recourse to only those methods in theory teaching which were of practical utility.

Tutorials

Almost all the principals of training colleges, headmasters of the schools and teacher trainees agreed about the efficacy of tutorials in the teacher education programme. They regarded tutorials as one of the important duties of teacher educators. However, they differed about the duration of the programme. Some of them suggested that tutorials should be held at least once a week while others thought it proper to hold tutorials once a month only.

In the opinion of the principals the purpose of the tutorials was to pay individual attention to the student teachers and remove their difficulties. As regards actual performance of tutorials in their colleges, eight principals confessed that tutorials were not held in their institutions. Wherever tutorials were actually held, the practice followed was to give topics to the student teachers and then discuss them in the group.

All the headmasters also regarded tutorials as a part of teacher educators' duties, while only 39 out of 50 student teachers considered it as the duty of the teacher educators. Of the 50 student teachers interviewed, 39 admitted that there was no provision for tutorials in their institutions. Where tutorials were actually held, paper reading and discussions were followed by tea and song.

Guidance in Research

Guidance in research was regarded by all the college principals and school headmasters as an important duty of the teacher educators. It was expected that they were fully conversant with the latest researches in the field of education. With this background they would be able to help the students at every stage of the progress of the research work. It was their duty, the principals of training colleges and headmasters of the schools suggested, to help the students in locating the problems, in preparing tools and in collecting, processing, analysing and interpreting the data. For this purpose they should organise workshops and seminars frequently.

As regards the duty of the teacher educators undertaking research works themselves, opinion of the principals and the headmasters varied. Two principals of the training colleges and two headmasters of the schools said that it was not expected of the teacher educators to undertake research work. For this purpose, there should be separate staff, they suggested.

Curriculum Development

All the training colleges principals and the headmasters of the schools agreed that it was the duty of the teacher educators to work for the improvement of the curriculum. At the end of every academic session they should suggest changes in the existing curriculum in the light of their experiences. For this purpose, however, they should remain in touch with the changes taking place in the field of curriculum planning in India and abroad.

Professional Growth and Professional Leadership

All the 15 college principals and the 20 secondary school headmasters agreed that teacher educators should keep in touch with current educational research and publications, write articles, attend workshops, seminars and educational conferences, take part in in-service programmes, become members of professional organisations and take interest in the activities of old boys associations and alumni associations.

Guidance and Participation in Co-curricular Programmes

All the 15 college principals, 20 school headmasters and 50 pupil teachers who were interviewed by the research assistants agreed that it was the duty of the teacher educators to provide guidance to the pupil teachers in organising co-curricular programmes. They also suggested that the educators should take part in these programmes.

As regards the role of teacher ~~educators~~ educators in organising these activities, 9 principals wanted that teacher educators should bear ^{major} ~~major~~ share of responsibility, whereas the other ^{five} ~~five~~ were of the opinion that the teacher educators should simply provide guidance and the whole responsibility for organising these programmes should be the concern of a few trainees selected on the basis of their performance and organising skills.

The opinion of the headmasters was quite different from those of the principals. The teacher educators' duty was, the headmasters agreed, to help the trainees in organising the co-curricular programmes, because they were the persons who would be expected to organise such activities when they go to their respective schools.

Thirty^{nine}~~five~~ out of 50 pupil teachers interviewed also wanted ~~from~~ the teacher educators simply to guide them while the actual organisation should be in their ^{own} hands.

Thus the views of the educators, teachers' college principals, school headmasters, etc. about the duties of teacher educators and the observation of the actual programmes carried out by the teacher educators have not revealed much beyond what is a matter of common knowledge. They have, however, brought out very clearly, the big gap between what is desirable and what is actually happening. Most of the teacher educators are not performing well, on their own admission, even fifty per cent of their normal duties and responsibilities. This is no doubt partly due to their defective programme at the M.Ed. level.

C O N T E N T S

Review of the Existing Courses in
"Teacher Education"
in various universities

We wrote to all the universities in India which have an Education Department and offer courses at the B.Ed. and M.Ed. levels for a copy of their M.Ed. syllabuses. Only twentyfive universities responded, out of which only the following offer "Teacher Education" as an optional course at the M.Ed. level.

1. Sardar Patel University, Vallabh Vidyanagar.
2. Kurukshetra University, Kurukshetra.
3. Viswa Bharati, Shantiniketan.
4. Vikram University, Ujjain.
5. Delhi University, Delhi.
6. U.S. University, Buda.
7. University of Kashmir, Srinagar.
8. Gwaji University, Gwalior.
9. University of Indore, Indore.
10. Jamia Millia Islamia, New Delhi.
11. University of Udaipur, Udaipur.

The M.Ed. syllabus prepared by the National Association of Teacher Educators was also studied.

The M.Ed. syllabus generally consists of two or three compulsory papers and three or two optional papers to be chosen from one or two special fields, like Educational Psychology,

educational planning, administration and finance, teacher education, guidance and counselling, etc. in several named syllabuses, "Teacher Education" area has a single paper, while in others it has a number of papers, two to five, out of which a candidate has to select one or two papers, if he has to specialise in this area. In addition to five theory papers each candidate has to write a dissertation on a topic selected from his field of specialisation, to develop a deeper insight into the problems of his special area. There is also a viva-voce examination covering not only the dissertation but also the theory papers offered by the candidates.

In this investigation we are not concerned with the general pattern of the M.Ed. course in different universities, but with the syllabuses of the special area of 'Teacher Education' which is optional.

Very few syllabuses of the teacher education course discuss the aims and objectives of the course or the various papers in this special area. Some of the main objectives of the teacher education course, according to the various syllabuses are as follows:-

1. "To educate teacher-educators for pre-service and in-service teacher education".
2. To provide "for intensive study of important issues and problems faced in the preparation of teachers both for primary and secondary schools".
3. "To equip him to work as a teacher educator" (This is too vague and means more or less the same as No. 1 above)

4. "To acquaint the student teachers with the new ideology, principles and practices in teacher-education at different levels". (This plans to give a theoretical knowledge of the items of No.2 above)

Probably the best discussion of the objectives of the various papers of the field of teacher education has been given in the M.Ed. syllabus prepared by the National Association of Teacher Educators at its 1971 Conference. Some universities (e.g. the University of Calicut) have copied these objectives with minor changes of a few words or phrases here and there. According to the M.Ed. syllabus, the objectives of the "Teacher Education Course" are:

The field of 'Teacher Education' consists of four papers, viz.,

- (i) Basic Paper on Teacher Education.
- (ii) Organisation and Administration of a Secondary Teacher Education Institution or an Elementary Teacher Education Institution.
- (iii) Teaching methods in one subject-matter field.
- (iv) Inservice Education of Teachers and Teacher Educators.

The aims of the Basic Paper on Teacher Education are:

- (i) to make a study of the changing concepts of teacher education during the various periods of educational development in this country,
- (ii) to acquaint the trainees with the teacher education programmes at all levels,
- (iii) to develop awareness of the problems of teacher education; and

- (iv) to develop ability in locating and utilising professional resources in solving professional problems".

The aims of the second paper on Organisation & Administration of a Secondary or an Elementary Teacher Education Institution are:

- “(i) to acquaint principals/heads with the responsibilities pertaining to the organisation of a teacher education institution;
- (ii) to develop necessary skills for planning and organisation of functions for effective school management;
- (iii) to develop a sense of professional and congenial attitude to work and good human relations with the staff; and
- (iv) to provide some practical experiences with a view to make him aware of some of the essential technical knowledge of his job.”

The aims of the third paper on "Teaching methods in one subject-matter field" are:

- “(i) to develop leaders in methods fields who will be competent in syllabus construction and improvement;
- (ii) to help them to analyse the organisation of personnel, materials and facilities for effective work in this area; and
- (iii) to acquaint them with the latest researches in their instructional field”.

The aims of the fourth paper on "Inservice Education of Teachers and Teacher Educators" are -

- (i) to orient^{the} teacher educator to make a study of the changing concepts in in-service education in India and abroad;
- (ii) to help him to appreciate basic tools for organising inservice education;
- (iii) to acquaint him with various techniques of inservice education programme; and
- (iv) to give him a fresh thinking and a current outlook on the recent trends and issues in inservice education".

The reports of the two conferences, one at Bhopal (October 8-10, 1974) and Delhi (March 22 and 23, 1975) organised by Department of Teacher Education, N.C.E.R.T., New Delhi for the revision of M.Ed. programme were also studied.

The report of the conferences organised by Department of Teacher Education, N.C.E.R.T., New Delhi for the revision of the M.Ed. programme discusses the general purposes of the M.Ed. programme based on the M.Ed. programme prepared by a Task Force of the Education Commission (1964-65) and published by NATE, 1970. It refers to only one objective in the field of teacher education, viz. "To prepare teacher educators for pre-primary, elementary and secondary teacher education institutions"

Thus from the objectives given at the beginning of some papers in the field of teacher education, it appears that the main aim is to produce suitable staff for the training institutions at the primary and secondary levels, specially at the latter level. But the specific responsibilities for

which the staff of the teacher training institutions has to be prepared have nowhere been indicated. Indeed, most of the syllabuses of the various papers of the teacher education course contain items of knowledge or general problems of education for discussion. ~~An analysis of such items is appended for ready reference.~~ Only a few universities have prescribed any practical work for teacher education candidates. Even the model M.Ed. syllabus prepared by the National Association of Teacher Educators does not suggest any practical work to be done by the candidates offering Teacher Education. Some universities like those of Vadodra, Sardar Patel University, Vallabh Vidyanagar, etc. do have a few items of practical work for teacher education candidates such as "supervision and guidance or practice teaching of three student teachers for 10 lessons each", "Teaching of five periods to a S.T.C. or M.C.Ed. diploma class", etc. Even the items under "sessional work or practical work are essentially theoretical requiring the writing of essays or term papers based on actual study of an aspect of the working of teacher training institutions, for example, "one term paper on a topic connected with the paper", "A study of one college for professional preparation of teachers", "critical study of the co-curricular activities of two colleges of teacher education."

Thus we see that the existing syllabuses of the various papers under Teacher education at the M.Ed. level in various universities aim at imparting knowledge about the history and problems of teacher education in the country and elsewhere, and incidentally require the candidates to make a study of the

working of teacher training institutions or some aspects of their programmes. They generally do not seek to give any practical experience of the numerous responsibilities that teacher educators have to undertake in teacher training institutions. We have analysed these activities in an earlier chapter under eight major areas, viz., Student Teaching, Theory Teaching, Materials, Guidance in Research, Organisational responsibilities, Curriculum development, Professional growth, & Professional Leadership and Guidance and Participation in co-curricular programmes. Only some teacher education syllabuses inadequately try to cover part of the area of student teaching, while all other areas have been completely ignored by them. It shall be our endeavour in the last chapter to remedy this major defect.

C H A P T E R VI

Developing a Tentative Syllabus in "Teacher Education"
at the M.Ed. Level

The M.Ed. course in Indian universities generally consists of the following:

- (1) Two or three compulsory papers;
- (2) Three or two papers from different fields of specialisation;
- (3) A dissertation on a topic, generally from the field of students' specialisation; and
- (4) A viva-voce covering not only a candidates' dissertation but all the papers studied by him.

Among the general aims of the M.Ed. course are;

- (i) To prepare competent personnel to staff the institutions for teacher education at different levels;
- (ii) To train persons for specialised areas of professional work, such as educational administration, educational and vocational guidance, curriculum development, etc.
- (iii) To prepare, through advanced studies and systematic research, personnel who will contribute to the development of educational literature and to the growth of education as a discipline.

It is beyond the scope of the research project to examine the entire scope of the M.Ed. course or to make any suggestions in its pattern. The basic pattern suggested by the National Association of Teacher Educators is quite elastic and suitable and any number of special areas or papers in any one special area may be added in keeping with our changing and expanding

needs and knowledge. In this chapter we shall confine ourselves to the field of specialisation known as 'teacher education' at the M.A. level.

Field of Specialisation - Teacher Education

We have examined the existing teacher education syllabuses of various universities and found that almost all of them are too theoretical and do not prepare teacher educators for the multifarious responsibilities that they have to carry out at the colleges of education at the secondary level. We have studied these responsibilities in some detail and any satisfactory programme of preparing personnel for the special field of teacher education must include many of these items. We have therefore proposed two papers in this area. Each paper has two parts - Theoretical and Practical. The second part aims at covering the important aspects of the 'Teacher Educators' jobs which have been so far almost entirely neglected in the Teacher Education syllabuses at the M.A. level.

It is expected that as many of these practical activities may be included as possible according to the situations and circumstances of the colleges concerned.

We present below a tentative plan for trial and modification in the light of further experience.

Paper I. Theory and Principles of Teacher Education

Objectives

- (1) To acquaint the students with the theory and principles of teacher education.
- (2) To acquaint them with the changing concepts of student teaching, evaluation and research in teacher education.

- (3) To develop in them the ability to plan, guide and conduct student teaching and curricular activities.
- (4) To develop in them ability to plan, guide and conduct research in the field of teacher education.

Syllabus

Section I - Theoretical

1. Need for teacher education.
2. Aims and objectives of teacher education, scope of teacher education.
3. Development of teacher education in India.
4. Teacher education for specific fields such as physical education, craft, basic education and diversified courses.
5. Principles of curriculum development in Teacher Education.
6. Critical study of training courses at undergraduate and graduate levels.
7. Student teaching:-concept, supervision and evaluation of student teaching, block practice teaching and internship, in teaching.
8. Inservice education:- aims, scope and problems, roles of training institutions, secondary education boards and state departments of education.
9. Recent researches in the field of teacher education with particular reference to
 - (a) curriculum,
 - (b) student teaching,
 - (c) off-campus teaching,
 - (d) evaluation, and
 - (e) classroom communication.
10. Training college as a centre of guidance, research and extension.

Section II - Practical

1. Student teaching and curricular activities.
 - (a) Planning and giving a demonstration lesson and conducting discussion.
 - (b) Guiding and supervising 10 lessons of each of 5 B.Ed. trainees (supervision to be based on observation schedule).

(2) Theory teaching and tutorials.

- (a) Giving 10 lectures to hono. students on any two or three topics -
lecture notes and bibliography to be prepared and approved.
- (b) Taking five tutorial classes to discuss students' difficulties.
- (c) Setting question papers for class tests.
- (c) Giving individual guidance based on case study.

(3) Guidance in research

- (a) Writing dissertation on a problem from the area of teacher education.
 - (b) Helping hono. students in writing critical reports based on observation of college programmes and study of syllabuses in school subjects.
- (4) One term paper and five abstracts of recent articles in research journals on the topics connected with the paper.

Paper II - Practices and Programmes of Teacher Education
in India and other countries

Objectives

- (1) To acquaint the students with the pattern of administration and organisation of teacher education institutions in India.
- (2) To familiarise them with the practices and programmes of teacher education in developing and developed countries of the world.
- (3) To develop in them the ability to critically appraise the problems related to teacher education.
- (4) To develop in them a healthy attitude towards the teaching profession and foster a sense of responsibility to work for good human relations.

Syllabus

Section I - Theoretical

1. various patterns of organisation of teacher education in India.
2. Types of teacher education institutions and their integration.
3. Selection of candidates for training, criteria for selection. Methods for selection of candidates.
4. Methods and programmes of teacher education institutions at various levels;
 - (a) The equipment;
 - (b) The time table;
 - (c) Instructional Methods;
 - (d) Tutorials, seminars and workshops;
 - (e) Assignments;
 - (f) Practice teaching;
 - (g) Demonstration and criticism lessons;
 - (h) Co-curricular activities;
 - (i) Evaluation of theory and practice of teaching.
5. Role of various agencies in Education: N.C.E.R.T., S.I.T.E., U.G.C., I.A.E.D., T.C.C.T.P., etc.
6. Review of the contribution of various committees and commissions on teacher education in India.
7. Professional organisation of teachers in India.
8. Practice and programmes of teacher education in U.S.A., U.K., U.S.S.R. and any other developed country of Asia.

Section II - Practical

1. Student teaching and curricular activities.
 - (a) Helping practising schools in an experimental project;
 - (b) Organising remedial work with B.Ed. students;

- (c) Participation in staff meetings particularly with academic agenda;
 - (d) Organising co-curricular programmes such as students' union, debates, cultural evenings, etc.
 - (e) Participation in school complex programmes.
2. Critical evaluation of existing B.Ed. syllabus.
 3. Hostel responsibilities - attendance, arrangement for meals and other amenities.
 4. Acquaintance with professional organisations of teachers - study groups, etc.
 5. Case study of one institution of teacher training.

Note:

This proposed syllabus is meant to be tried out in one or two teachers' colleges and modified in the light of experience. All activities suggested for practical work may not be done by every candidate. Only 50% activities may be done by each candidate. All candidates need not do the same activities. The weightage suggested between the two parts is 60 marks for Part I and 40 marks for Part II.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The improvement in the quality of education in our primary and secondary schools presupposes a qualitative improvement in the professional knowledge and efficiency of our teachers at both these levels. And the quality of school teachers can be improved only if there is improvement in the quality of the teacher educators in our teachers' training colleges. But the surveys conducted in the recent years reveal that the quality of our teacher educators ^{teachers} ~~and~~ is generally poor; their intellectual and academic calibre is not high; they receive a uniform pattern of professional education; and even the specialised courses at the B.Ed. or at the M.Ed. level do not cater to their professional needs.

In recent years, however, some efforts have been made to reorganise the syllabus of the M.Ed. course on the lines suggested by the Kothari Commission (1964-65) or on the basis of the model syllabus prepared by the All India Association of Teacher Educators. The report of the Conference held at Bhopal (October 8-10, 1974) and Delhi (March 22-25, 1975) for the revision of the M.Ed. programme is just out. But in most cases either these programmes are borrowed from practices in other countries or are the result of armed chair theorising. An effective course in any field like teacher education should be based on the findings of scientific research. With this end in view it was proposed to study the actual duties and responsibilities of the teacher educators in our secondary teachers' colleges, examine

the existing courses for their training and suggest a more realistic programme for them.

It should be borne in mind that the main purpose of the specialised course at the M.Ed. level called "teacher education" is to produce effective teacher educators for our primary and secondary training colleges. It should not be confused with the general meaning of the term 'teacher education' which includes the entire programme of a teachers' training institution meant to produce suitable teachers for primary and secondary schools.

Objectives of the Study

The major purpose of the study was to develop a realistic programme for teacher educators specially for our secondary teachers' colleges in India on the basis of an analysis of their professional jobs. More specifically the objectives were:-

1. To analyse the job of a teacher educator in a secondary teachers college from the following three angles: (a) expectations of the Education Code, Principals of Teachers' Training Colleges, educationists and teacher-trainees; (b) the teacher educators' own perception of his job; and (c) the job actually performed by him/the teachers' college.
2. To examine critically the existing syllabuses of the specialised courses in teacher education at the M.Ed. level; and
3. To prepare a tentative syllabus in teacher education for a try-out and finalisation at a later stage or in a subsequent research project.

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Procedures, Tools and Techniques

The pursuance of these objectives involved the study of expectations of the authorities about the duties of teacher educators, development of techniques for the reliable assessment,

of teacher educators' perception of their own jobs and responsibilities, observation of the actual duties performed by them, critical examination of the existing syllabuses and finally preparation of a tentative syllabus.

The data for the study was collected with the help of a questionnaire-cum-rating scale, interview schedules and observation. The questionnaire-cum-rating scale (appendix II) comprised eight areas or jobs of teacher educators, namely, student teaching, theory teaching, tutorials, guidance in research, organisational responsibilities, curriculum development, professional growth and professional leadership and guidance and participation in co-curricular programmes. These areas or jobs were identified on the basis of the study of relevant literature (appendix I), interviews with a number of teacher educators and observation of their actual work in the teachers' colleges. In the preparation of the questionnaire-cum-rating scale all the steps of tool construction were meticulously gone through.

(appendix III)

Interview schedules were prepared for educationists, teachers' college principals, authorities of the state departments of education, trained secondary school teachers and J.Ls. trainees to find out their expectations from teacher educators and their opinion and suggestions about the jobs of teacher educators.

For the purpose of observation of teacher educators at work in their classrooms, observation schedules (appendix IV) were prepared. Teacher educators were observed in three specific situations, viz., during lectures, during guidance and supervision of student teaching and during guidance in research work.

The suggestion of the NCERT that this observation should be done by more than one person by associating local people could not be implemented. The observations were done by the research assistants on the basis of approved observation schedules.

Sample

Fifteen colleges from the states of Rajasthan, the Madhya Pradesh, the Punjab and Haryana were selected on the basis of their standing and variety of management for personal visits by the research assistants for observations and interviews. For the purposes of collecting data through the questionnaire-com-rating scale, all the teachers colleges of some standing in other states also were included.

Expectations from Teacher Educators

In order to find out what is expected from teacher educators, educational codes of the states of Rajasthan, Madhya Pradesh and Punjab and circulars of the state departments of education of these states were studied and 15 educationists, 20 education department officials, 15 teachers' college principals and 50 teacher educators were interviewed. The study of the education codes and circulars revealed that the teachers should have healthy attitudes, use methods tailored to the needs of individual students, provide opportunities for group activities, equip themselves with the latest knowledge, participate actively in co-curricular activities, enlist cooperation of students' guardians, maintain records of students' achievement, avoid negative measures of punishments, etc.

Interviews with the educationists, teachers' college principals, officers of the state departments of education and others could not be very fruitful as far as expectations from teacher educators in specific terms were concerned. In most cases they tried to circumvent the issues by perfunctory remarks. However, there was universal agreement that a teacher educator should know his subject well, should be acquainted with the latest researches in his field, should have first hand knowledge and experience of school teaching, should be familiar with the latest methods of teaching school subjects, in short, he should be able to produce good and successful teachers for our schools.

In addition to these, the study of various reports of workshops and seminars organised in India and abroad to derive the objectives of the training courses for secondary school teachers indirectly helped us in determining what to expect from teacher educators. These objectives mainly pertain to the development of knowledge and understandings, skills and abilities, attitudes and interests and other personality traits and professional skills in teacher trainees. All these requirements of education of secondary school teachers throw a flood of light upon what is expected of teacher educators. They should not only possess these qualities themselves but should also be able to cultivate these among the teachers under training.

The Perception of Teacher Educators about the Requirements of their jobs

In order to find out the teacher educators' perception of their job requirements, five copies of the questionnaire-cum-rating scale were sent to each of 165 secondary teachers' colleges with a stamped self-addressed envelope for their return. In all 815 questionnaires were despatched, out of which 326 questionnaires were returned. Eighteen questionnaires had to be rejected because contradictory options were filled in them.

An analysis of the responses to the questionnaire-cum-rating scale mainly involved two statistical operations. Chi-square values were calculated in order to test the hypothesis of 'equal response'. Secondly, the significance of percentages was calculated to see the trend towards "normally I do" or 'I don't do'.

Student Teaching

Statistical analysis of the responses to the questionnaire-cum-rating scale under the area of student teaching revealed that the group as a whole regarded all the items as their duty as chi square values on all the 30 items were significant at .01 level.

A percentage wise breakup of the responses to the items under student teaching showed that all of them were perceived as by at least 60% teacher educators as their duty. The first 17 items which relate to the objectives of student teaching, observation of practice lessons, guidance and supervision of lessons, correction of lesson and unit plans, etc. were

perceived by more than 90% teacher educators as their duty. Items 18 to 26 which concerned the preparation of the practice teaching programme, securing school cooperation, helping and guiding the trainees in school programmes other than teaching, preparation of the tools of observation and evaluation, ensuring that trainees give and correct home assignments, etc. were regarded as their duty by 80% to 90% teacher educators. The last four items which concern the coordination of the assessment by various lecturers, intervening in the middle of a lesson for correction, guiding and supervising community survey and work, etc. were regarded as their duty by 60 to 73 per cent teacher educators.

A comparison of the perceptions of teacher educators working in university, government and private teachers' colleges about the various items of student teaching showed that teacher educators from government teachers' colleges perceived the largest number of items of student teaching as their duty followed by teacher educators from university colleges or departments of education and private teachers' colleges. But there were small variation in percentages of teacher educators from different training institutions who perceived or did not perceive certain items as their duty. These variations pertained to items 2, 20, 23 and 26. More than 50% teacher educators from private colleges did not regard explaining concepts of practice teaching, block practice teaching, internship, etc. (item No. 2) as a part of their duty. Guiding and supervising community survey work (item No. 23) was also not regarded by more than a third of teacher educators from private colleges as a part of their duty. Nearly a third

of the teacher educators from all the three categories did not regard intervening in the process of wrong teaching and demonstrating correct teaching (item No.20, as a part of their duty. Between a third and a half of teacher educators of all categories or teachers' colleges did not regard coordinating the evaluation of practice teaching made by my colleagues and moderating their marking (item No.26) as a part of their duty.

Theory Teaching

Under the area of theory teaching too, the group as a whole showed a positive trend towards "normally I do". In other words the group as a whole regarded all the items as its duty. The first eleven items which concern the study of the syllabus and relevant literature, grading syllabus items in the order of their difficulty, selecting and adopting suitable techniques of teaching, encouraging students to get their difficulties removed, locating and removing individual weakness, etc. were regarded as their duty by over 90 per cent teacher educators. Items 12 to 18 which concern providing enrichment programmes for gifted students, suggesting suitable literature to students, preparing and giving suitable achievement tests, maintaining discipline, preparation of results, dictating important points and quotations, etc. were regarded as their duty by between 80 and 90 per cent teacher educators. Dictating summaries of lectures was regarded as duty by 67.8% teacher educators.

All the three categories of teacher educators from government, private and university teachers' colleges regarded 17 items out of 19 from the field of theory teaching as a part of their duty, their percentages being significant at .01 level. Items like "circulating^t the summary of lecture." (item 6) and "set test and examination papers" (item 16) are the only exceptions. The percentages of teacher educators from government and university teachers' colleges who regarded item 6 as their duty was not significant, while that of teacher educators from private teachers colleges was. The practice of circulating old notes, year after year, is not good and is presumably followed by the staff of private teachers' colleges to boost up the results.

While the percentages of teacher educators from government and university teachers' colleges was significant at .01 level, that of teacher educators from private teachers' colleges (i.e. 37.7%) was not so. Presumably a majority of teacher educators from private teachers' colleges are not associated with testing and evaluating the achievements of trainees.

Tutorials

In the area of tutorials, the same trend was observable. All the items were perceived by teacher educators as their duty. The percentages in favour of items ranged from 75.3% to 90.2%. The items which concern understanding and solving trainees' problems, teaching, explanation and illustration of the concepts of assignments, preparation of the list of topics to be assigned, providing help in developing outlines ~~xxxxxxxxxxxx~~ of essays or term papers and completing of other types of assignments, initiating discussion on current issues and

usually observing and noting the behaviour and conduct of pupil teachers were perceived by more than 50% teacher educators as their duty. Eighty to 85% teacher educators were concerned with providing guidance and help in developing bibliographies, with evolving criteria and objectives of tutorials, with evaluating the functioning of the tutorial programmes and with extending assistance in formation of tutorial groups. Screening and supervision of recreational programmes organised in the tutorials for a change was the least favoured item under this head. It was regarded by 75.3% teacher educators as their duty.

Variations in the perceptions of the teacher educators from all the three categories of teachers colleges were noticed in the field of tutorials. The highest percentage of teacher educators belonging to government teachers' colleges did not perceive as many as eleven out of thirteen items as their duty, their percentages ranging from 12.8 to 26.9. The percentages of teacher educators from university teachers' colleges, who did not perceive the various items of this area their duty was the lowest. The teacher educators belonging to private teachers' colleges occupied the middle position. In this context it is surprising to note that there is not a single item where there is universal agreement. Even such an item as selecting topics and questions for discussion was not regarded as duty by 14.70% government ^{college} teachers' ~~colleges~~ educators, 10% private college teacher educators and 8% university college teacher educators.

Guidance in Research

Under the area of guidance in research all the items showed a positive trend towards "normally a go", that is, all the respondents to the questionnaire-completing scale regarded all the items as their duty, their chi square values being significant at .01 level. More than 80% teacher educators regarded reading the latest research studies conducted in the field of education at various levels and listing research problems in education that deserve attention as their duty. Items such as assessing the interests and depth of insight of pupil teachers, suggesting suitable literature for locating problems of research, ~~giving~~^{guiding} them in formulating and delimiting the problems, preparing plan of attack, formulating objectives, etc. and helping them in the selection of samples, discussing anticipated problems in the course of the study, providing guidance and help in the preparation of tools, collection, processing, analysis and interpretation of the data, arriving at certain conclusions and checking and collection of the report were regarded by between 72% and 79% teacher educators as their duty. The least favoured item under this head was directing the work of printing, typing and binding of the dissertation, it was regarded by 60.7% teacher educators as their duty.

A comparison of the responses of teacher educators from government, private and university teachers' colleges showed that providing guidance and help in the collection of data, processing and analysis of data and interpretation, etc. of the data (item 8) was regarded by 64.4% teacher educators

from government colleges as their duty. It is really surprising that all the teacher educators in government colleges do not perceive this item as a part of their duty. Directing the work of printing, typing and binding of the dissertation was not regarded by 38.8% teacher educators from government colleges and 45% teacher educators from private colleges as a part of their duty whereas 86% teacher educators from university colleges of education regarded it as their duty.

Organisational responsibilities

Under this category the total responses for the positive options (viz. 1, 2 and 4) in each case were much larger than the total responses for the negative options (viz. 3, 5 and those who did not care to check the items concerned). All these items had chi square values far higher than that required for significance at .01 level, thus leading to the conclusion that the group really favoured the positive aspects of all the propositions.

The percentage-wise breakdown showed that all the items under this area were perceived by at least 73.7% teacher educators as their duty. Only there are three items which were not regarded as their duty by more than 20% teacher educators. These items relate to the association of teacher educators in preparing district level and state level educational plans, guiding school complexes, programmes and participating in meetings of professional associations outside the college. Presumably these teacher educators regard 'duty' in its strict official sense and not in the sense of 'moral obligation'.

The percentages of teacher educators from university teachers' colleges who regarded the various items of this area as their duty ranged from 84 to 94%. This range was from 75 to 87.2% in the case of the teacher educators from private teachers' colleges and from 66.3% to 84.3% in the case of teacher educators from government teachers' colleges.

Relatively, ten out of thirteen items under this area were not recognised as their duty by more than 20% teachers educators from government teachers' college. The association with education authorities in preparing district level educational plans was not regarded as their duty by as many as 30.7% teacher educators from government teachers colleges, 25% teacher educators from private teachers colleges and 20% teacher educators from the universities.

These differences in perception are, no doubt, due to the fact that several items do not normally belong to the official duties assigned to the teacher educators. They may be regarded as their duties in a broad sense of 'moral obligation'.

Curriculum Development

All the thirteen items under this area were regarded by the group as its duty as chi square values were significant at .01 level. But the percentage-wise breakup of the responses to the various items showed that eleven out of thirteen items were perceived by the teacher educators as their duty, percentages being significant at .01 level. Items such as collecting donations, contributions, information, etc. when needed (item 7) and looking after establishment of accounts,

correspondence, etc. (item 9) were not regarded by between 55.5% and 42.5% teacher educators as a part of their duty.

The discrepancy in the results from the test of the goodness of fit and significance of percentages is due to the fact that in calculating percentages total group including those who did not care to check the item was taken into consideration, while in calculating chi-square values only those teacher educators were taken into account who had checked the items.

Professional Growth and Professional Leadership

All the fourteen items under this head were regarded by teacher educators as a part of their duty as the chi-square values showed a positive trend towards "normally 100". All the items were perceived as their duty by between 87 and 95% teacher educators.

The comparison of the group of teacher educators from government teachers' colleges, university teachers' colleges and private teachers' colleges showed the same trend. At least 74.4% teacher educators of all categories regarded the functions of this area as their duty. What is surprising is that even a small percentage of teacher educators should not regard as their duty even such items as selecting and organising curricular items, examining the existing curriculum critically, selecting and preparing lists of books for intensive study and reference, etc. They might have done so because these are not the ordinary routine functions that the teacher educators are expected to perform from day to day.

Guidance and Participation in Co-curricular Programmes

All the fourteen items under this head were regarded by teacher educators as a part of their duty. The percentages ranged from 71.9 to 92.2. A comparison of the groups of teacher educators from Government, universities and private teachers colleges showed the same result.

Views about the Duties of Teacher Educators

Inevitably the perception of the teacher educators about their own duties required validation from other sources. With this in view, the two research assistants visited 15 teachers' colleges in the states of Rajasthan, Madhya Pradesh and Andhra and interviewed altogether 15 principals of teachers' colleges, 33 teacher educators, 30 student teachers and 20 secondary school headmasters. A number of educationists were also approached on the occasion of the First Asian Conference on Teacher Education at Bangalore in 1971. There was universal agreement among the educationists that teacher educators should understand the realities of changing social order and therefore they should change the stereotyped methods and techniques of teaching. They should lay more emphasis on discussions, seminars, assignments, prepare their lessons well, organise orientation programmes and demonstration lessons for student teachers, initiate them in techniques of lesson planning, discuss the lessons with them, pay attention to individual needs in tutorials, help them in the organisation of co-curricular programmes, initiate and train them in the methodology of research. For their own academic and professional growth,

they should do wide reading, keep themselves in touch with the current educational researches, write articles, undertake investigations into various problems of education, do constant thinking on the needs of the community, study the curriculum changes and make frequent evaluation of curricular programmes in the light of their own experience.

Interviews with the teachers' college principals, school headmasters and student teachers corroborated above items. They also agreed that orientation programmes and demonstration lessons should be organised before the practice teaching actually began; theoretical training should be provided in different methods and techniques of teaching; tutorials should be organised to give individual attention to the student teachers; guidance in research *in* should be regularly given; curriculum should be improved in the light of the changing needs of the society. The teacher educators should try to work for their own professional growth and provide guidance to the student teachers in the organisation of co-curricular programmes.

Concomitantly, the data from the interviews was supplemented by the observation of teacher educators at work. As non-participant observers, the research assistants observed 25 classroom lectures, 15 periods of guidance in lesson planning, 10 tutorials, 10 periods of guidance in research and 10 co-curricular programmes. On the basis of this small amount of observation no valid or reliable conclusions about the actual performance of teacher educators can be drawn.

Review of the Existing Courses

The study of the perception of teacher educators about the requirements of their own jobs and the expectations of educationists, teachers' college principals, headmasters and student teachers about their functions and responsibilities entailed upon us the duty to find out what curricular and co-curricular programmes have been provided for teacher educators in the syllabuses of the various universities. The review of the syllabuses of these universities and the model syllabus prepared by the NATE and also the syllabus recently circulated by the Department of Teacher Education, NCERT, New Delhi revealed that in several ~~of~~ M.Ed. syllabuses "Teacher Education Area ^{has} ~~was~~ a single paper, while in others it has a number of papers, two to five, out of which a candidate has to select one ~~or~~ two papers, if he has to specialise in this area". The NATE has mentioned four papers in its model syllabus for the Teacher Education Course. The papers are: (i) Basic Paper on Teacher Education, (ii) Organisation and Administration of a secondary teacher education institution or an Elementary Teacher Education institution, (iii) Teaching Methods in one subject matter field and (iv) Inservice Education of Teachers and Teacher Educators. The M.Ed. syllabus recently prepared by the Department of Teacher Education, NCERT, New Delhi consists of three papers, viz.,

1. Principles of Teacher Education and Student Teaching.
2. Practices and Programmes of Teacher Education in India, and other countries - U.K. or U.S.A., or U.S.S.R., or Japan; and
3. Specialisation in Teacher Education at Primary/Pre-primary or secondary stage.

Very few syllabuses of the teacher education course, except that of the NATE have discussed the aims and objectives of the course or the various papers in this specialised area. However, some of the main objectives of the teacher education course according to these syllabuses pertain to (i) educating "teacher-educators for pre-service and in-service teacher education", (ii) providing "for intensive study of important issues and problems faced in the preparation of teachers both for primary and secondary schools," (iii) equipping them "to work as a teacher educator" and (iv) acquainting them "with the new methodology, principles and practices in teacher education at different levels," etc.

It was clear to us from the study of the objectives and the contents of the syllabuses in the field of teacher education that their main aim was to produce suitable staff for training institutions. But almost all of them were too theoretical and did not prepare teacher educators for the specific responsibilities that they had to carry out at the colleges of education at the secondary level.

We have analysed the activities in Chapter III under eight major heads, viz., Student Teaching, Theory Teaching, Tutorials, Guidance in Research, Organisational responsibilities, curriculum development, Professional Growth and Professional Leadership, and Guidance and Participation in Co-curricular Programmes. Only some of teacher education syllabuses try to cover a part of the area of student teaching, while all other areas have been completely ignored. But any programme of preparing personnel for the special field of teacher

education must include many of these items. The syllabus proposed by us consists of two papers, viz., Theory and Principles of Teacher Education, and (ii) Practices and Programmes of Teacher Education in India and other countries. Each paper has two parts - theoretical and practical. The second part aims at covering the important aspects of the teacher educators' job which have been so far almost entirely neglected in the Teacher Education syllabuses at the M.Ed. level. All the activities suggested for practical work may not be done by every candidate. Only 50% activities may be done by each candidate. All candidates need not do the same activities. The weightage suggested between the two parts is 60 marks for Section I and 40 marks for Section II.

This is simply a tentative plan. It should be tried out in one or two teachers' colleges and modified in the light of experience.

The main contribution of this research project has been the location of the specific jobs which teacher educators have to perform in their colleges and which generally do not find any place in the current syllabuses of the Teacher Education courses at the M.Ed. level which aims at preparing efficient teacher educators.

A study at a larger scale, covering other areas of specialisation at the M.Ed. level, is needed. A number of teachers' colleges may do so on a cooperative basis, one college taking up one area.

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Vidya Bhawan G. S. Teachers College, Udaipur
Department of Research

No. VBTC/RP/

Dated

Dear Sir,

This college has undertaken a research project entitled "Developing a Realistic Programme for Teacher Educators on the Basis of an Analysis of their Professional Jobs" Your kind cooperation is solicited in this endeavour.

I know that you are a busy person and I would not ordinarily like to encroach upon your well-earned hours of leisure but the project cannot be completed without the help and co-operation of experienced people like you. I am sure, you will kindly spare a little time to complete this questionnaire All information supplied by you will be kept strictly confidential.

Kindly fill in this questionnaire and pass it to your Principal who may get these despatched in a common cover.

Thank you in anticipation for your kind co-operation.

Yours faithfully,
(B. D. Srivastava)
Reader In Education
Chief Investigator

General Information

Name..... Age.....

Qualifications..... Designation

Teaching Experience

(a) Graduate Classes. Years.

(b) Post-Graduate Classes..... Years.

Name of the College.....

INSTRUCTIONS

The following is a list of the functions a teacher educator normally performs or may be expected to perform. You may agree or disagree with any of them, depending upon your experience and opinion..

Please put a tick (☒) against each item in appropriate columns, These columns provide five positions which a respondent may take. You have to select two of these.

If any other function is not specified in the list, but is actually performed by you or you believe it should be performed by a teacher educator, please mention it in the space provided for the purpose at the end of each area.

Normally I do	Occasionally I do.	I do, but I believe a teacher educator should not be expected to do it.	I don't do but I believe a teacher educator should do it.	I don't do and I believe a teacher educator should not be expected to do it.	FUNCTIONS
1	2	3	4	5	STUDENT TEACHING
					<ul style="list-style-type: none"> - Teach the aims and objectives of student teaching programme. - Explain concepts of practice teaching, block--practice teaching, internship programme, etc - Teach the] concepts of lesson plans and unit plans. - Acquaint pupil teachers with methods and techniques of teaching. - Acquaint pupil teachers with problems that may arise during teaching and suggest solutions. - Remove doubts and misunderstandings expressed by pupil teachers regarding the teaching process. - Give demonstration lessons. - Guide and assist cooperating teachers in giving demonstration lessons. - Initiate and guide discussion on demonstration lessons. - Encourage and motivate pupil teachers for purposeful discussion. - Prepare and use a tool for observation of teaching. - Guide and check observation of lessons. - Develop and revise model unit plans and lesson plans. - Guide students in the preparation of lesson plans and unit plans, and check and correct them. - Encourage experimentation in the planning of lessons. - Prepare programme of practice teaching. - Ensure possible co-operation of the school staff for student teaching. - Observe student teaching in process and write supervisory remarks. - Explain and illustrate the remarks given in the lesson plan note-book. - Intervene during the process of wrong teaching and demonstrate correct teaching. - Guide student teachers in performing other non-teaching functions (like maintaining attendance registers, cumulative records, etc.) - Ensure that pupil teachers give assignments to their classes and correct them. - Guide and supervise community survey work.

					FUNCTIONS
Normally I do.	Occasionally I do.	I do, but I believe a teacher educator should not be expected to do it.	I don't do but I believe a teacher educator should do it.	I don't do and I believe a teacher educator should not be expected to do it.	
1	2	3	4	5	STUDENT TEACHING
					<ul style="list-style-type: none"> - Develop and revise criteria and tools for the evaluation of student teaching. - Evaluate the teaching of student teachers. - Co-ordinate the evaluation of practice teaching made by my colleagues and moderate their marking. - Motivate and help pupil teachers in self evaluation. - Try to locate the teaching skill deficiencies and suggest appropriate steps. - Help and guide student teachers in observing and participating in school and community activities. - Deal with problem student teachers psychologically.
					THEORY TEACHING
					<ul style="list-style-type: none"> - Study the syllabus and the relevant literature. - Prepare an annotated bibliography and suggest it to the students. - Organise and grade the instructional material. - Prepare and revise lecture notes. - Dictate noteworthy points, quotations, etc. - Circulate the summary of the lectures. - Select and use different devices for introducing the matter. - Select suitable techniques of presenting the instructional material and adopt them. - Explore the use of visual presentations like diagrams, tables etc. and use illustrative aids. - Encourage students to get their doubts and difficulties removed or clarified. - Give suitable home assignment and correct it. - Assist students in locating suitable literature in the library. - Try to handle cases of discourtesy and use various devices for maintaining discipline.

Normally I do.	Occasionally I do.	I do, but I believe a teacher educator should not be expected to do it.	I don't do but I believe a teacher educator should do it	I don't do and I believe a teacher educator should not be expected to do it.	FUNCTIONS
1	2	3	4	5	<ul style="list-style-type: none"> - Locate subject matter weaknesses and suggest remedies. - Provide enrichment programme for gifted students or high achievers. - Set test and examination papers. - Examine answer books. - Prepare achievement tests. - Tabulate and enter marks and prepare result sheets,
					TUTORIALS <ul style="list-style-type: none"> - Teach, explain and illustrate the concepts of assignments to be done, such as case study, survey, action research, achievement test, etc. - Prepare a list of topics or approve topics for writing essays and term papers. - Guide and help in preparing a bibliography of related literature. - Guide and help in developing an outline or synopsis of an essay or term paper. - Help and guide students in completing the various assignments such as case studies, surveys, achievement tests, etc. - Select topics and questions for discussion to supplement theory teaching. - Initiate discussion on current academic issue. - Screen and supervise recreational programmes organised in the tutorials for a change. - Evaluate the functioning of the tutorial programmes by means of a tool evolved by me/the college. - Help in evolving criteria and objectives of tutorials. - Assist in the formation of tutorial groups. - Observe and note the behaviour and conduct of individual pupil teachers.

Occasionally I do.	I do, but I believe a teacher educator should not be expected to do it.	I don't do but I believe a teacher educator should do it.	I don't do and I believe a teacher educator should not be expected to do it.	FUNCTIONS
2	3	4	5	<p data-bbox="516 519 1310 608">- Try to understand and appreciate the difficulties, problems and grievances of the pupil teachers and help them sympathetically.</p> <hr/> <p data-bbox="531 741 880 785">GUIDANCE IN RESEARCH</p> <ul data-bbox="516 796 1332 1758" style="list-style-type: none"> - Read the latest research studies conducted in the field of education at various levels. - List research problems in education that deserve attention. - Assess the interests and depth of insight of the pupil teachers seeking guidance. - Suggest suitable literature for locating and attacking 'problems of research, i.e., Encyclopaedias, Yearbooks, Reports of Commissions, Committees & Conferences, Dissertations, etc. - Guide in formulating and delimiting the problem, preparing plan of attack, formulating objectives & hypotheses or assumptions, the selection of sample, etc. - Anticipate and discuss problems likely to be experienced during the research work - Help in preparing or adapting tools. - Guide and help in the collection of data, processing and analysis of data, presentation and interpretations, etc. - Guide and help in drawing conclusions and suggesting measures as solutions. - Check and correct the report. - Direct the work of printing, typing and binding of the dissertation. - Develop tools for evaluating dissertations. <hr/> <p data-bbox="531 1880 1048 1924">ORGANIZATIONAL RESPONSIBILITIES</p> <ul data-bbox="516 1935 968 1979" style="list-style-type: none"> - Help in evolving admission criteria,

					FUNCTIONS
Normally I do.	Occasionally I do.	I do, but I believe a teacher educator should not be expected to do it.	I don't do but I believe a teacher educator should do it.	I don't do and I believe a teacher educator should not be expected to do it.	
1	2	3	4	5	
					<ul style="list-style-type: none"> - Associate myself with the preparation of text books. -- Guide and supervise school projects and experiments. -- Contribute papers to educational journals. -- Associate myself with the education officers in drawing up district-level or state-level development plans of education. -- Guide school complex programmes. -- Prepare plans for organising workshops, seminars or seminar reading programmes. -- Work as a resource person in workshops and seminars. -- Review my performance and work at the end of the session. - Help in editing a professional journal. -- Participate in the deliberations of the faculty meetings and staff meetings. -- Prepare for and participate in the professional discussion in the meetings or conferences or committees outside the college. -- Cooperate with the visiting educationists and research workers and discuss their problems with them.
					<p>CURRICULUM DEVELOPMENT</p> <ul style="list-style-type: none"> -- Study theories and principles of curriculum development, study the recommendations of commissions, committees and educationists about the aims and objectives of teacher education. - Study reports and observations about the defects and limitations of the teacher education programme in vogue. - Formulate or revise functional objectives of the part of the curriculum under development. - Study various duties and responsibilities being performed by teachers in schools. - Study the difficulties and problems faced by teachers after training.

Normally I do	Occasionally I do.	I do, but I believe a teacher educator should not be expected to do it	I don't do but I believe a teacher educator should do it.	I don't do and I believe a teacher educator should not be expected to do it.	FUNCTIONS
1	2	3	4	5	<ul style="list-style-type: none"> - Assist in the selection of students for admission to the college and various faculties. -- Collect donations, contributions, information, etc., when needed. -- Maintain students' progress records and cumulative records. -- Look after the administrative affairs such as establishment accounts, correspondence, etc. -- Attend to student welfare activities, such as board, lodging, transportation, etc. -- Acquaint pupil teachers with college conventions, and traditions. -- Explain administrative difficulties, problems and limitations to student teachers. -- Advise students for offering specialized or optional courses.
					<p style="text-align: center;">PROFESSIONAL GROWTH & PROFESSIONAL LEADERSHIP</p> <ul style="list-style-type: none"> - Keep myself in touch with the changes and innovations in education in my special field through reading research journals, books & periodicals. -- Keep myself well-informed about the changes in the administrative structure, activities and programmes of school education and teacher education. -- Keep in touch with the activities and educational programmes of the agencies such as Secondary Education Board, Education Department, University concerned, U.G.C, NCERT, S.I.E., etc. -- Try to understand school problems through surveys and research projects -- Acquaint teachers and headmasters with the innovations in methodology and teaching. -- Give expert assistance to school staff on solving their professional problems by preparing model lesson and unit plans, supervising school work and academic progress, etc.

					FUNCTIONS
Normally I do.	Occasionally I do.	I do, but I believe a teacher educator should not be expected to do it.	I don't do but I believe a teacher educator should do it.	I don't do and I believe a teacher educator should not be expected to do it.	
1	2	3	4	5	
					<ul style="list-style-type: none"> - Select and organise curriculum items. - Suggest teaching learning situations. - Determine priorities to be given to each item in the curriculum. - Examine the existing curriculum critically. - Select and prepare list of books for intensive study and reference. - Recommend to the principal to provide for equipment and material facilities. - Undertake research work to assess the needs and interests of the children. - Discuss curriculum items with colleagues.
					<p>Guidance & Participation in Co-Curricular Programmes</p> <ul style="list-style-type: none"> - Prepare programme for co-curricular activities. - Decide the nature and scope of the co-curricular activities. - Guide and counsel pupil teachers to choose and participate in a co-curricular activity. - Assist the principal in assessing the facilities available and needed for organising co-curricular programmes. - Help and advise students for drawing out the plan and targets for the session. - Guide students in planning the budget proposal and fixing targets for the session. - Suggest to the students appropriate literature or person or source for improving participation in co-curricular activity. - Participate in the co-curricular programmes. - Help and guide students in selection and screening the items of the co-curricular activities. - Guide the students in correspondence work, obtaining material, accommodation etc. needed. - Observe pupil teachers' performance in the co-curricular activity to diagnose their handicaps and limitations and suggest remedial steps. - Identify the qualities of pupil teachers to provide scope for growth. - Guide students in evaluating the organization of the activity. - Prepare a report of the programme to improve its quality.

APPENDIX - II (C)

Interview Schedule for Educationists

S.No.	Questions	Comments by an Educationist
<u>A. CURRICULUM</u>		
1.	Generally in teachers' colleges, lecture method or very rarely discussion-cum-lecture method is adopted. Well, looking to the needs of the training colleges, which type of teaching may be the most effective and desirable?	
2.	What type of preparations, what types of dealings in the classroom and what type of follow up do you expect teacher educators should do?	
3.	What is your concept of tutorials in training colleges?	
4.	How these tutorials should be organised and what should be teacher educator's role?	
<u>B. STUDENT TEACHING</u>		
1.	What are the major defects and weaknesses of student teaching programme you have noted?	
2.	What in your opinion should be the nature and scope of student teaching programme?	
3.	What type of knowledge and skill should necessarily be imparted to student teachers before they are exposed to real teaching? How should it be imparted?	
4.	There is a difference of opinion as to who should give demonstration lessons - teacher educators or cooperative teachers? What is your opinion? What is teacher educators' role in each case?	

5. For systematic and good teaching unit planning and lesson planning techniques are essential for prospective teachers. How can teacher educators guide them in these in the best way?
6. What help or assistance do you expect teacher educators to give during actual practice teaching?
7. Some people say that not only training in the methods of teaching but also training in how to deal with children with different needs should be given to pupil teachers? If you agree with this, what should be the appropriate way of giving this training.

D. Co-Curricular Activities

1. Co-curricular activities are organised in training colleges. What should be the objectives, nature and scope of such programmes? What should be the teacher educator's role?

E. Guidance in Research

1. What in your opinion is the appropriate process of guidance in research?
2. Do you think that a teacher educator himself should take up some such work? If yes, what should be its nature and scope?

F - Professional Growth

1. What efforts and measures should the teacher educators essentially take for their own professional growth?

G - Extension Work

1. Should teacher educators keep in touch with school staff and be aware of school problems? How can teacher educators do so? How can they guide school staff in solving their problems?

1 - Development of Curriculum

1. What specific efforts do you expect teacher educators to take for the modification of the curriculum?

1 - General

1. What are the fundamental differences in the objectives of B.Ed. and M.Ed. courses? What do you expect of those who have got their M.Ed. degree?
2. What are the major weaknesses of the M.Ed. course? In what directions would you like them to ^{be} reorganised?

Appendix III (3)

Interview Schedule 11 Principals of 116 Colleges

-
1. Which of your administrative responsibilities do teacher educators share? What more do you expect from them?
 2. Which activities, in your opinion, should be related to teacher educators' supervisory roles?
 - (a) Which additional duties or changes in teacher educators' duties can bring about better and more effective guidance of trainees in planning lessons?
 - (b) What modifications or changes in the supervisory duties of teacher educators may be more effective?
 - (c) What follow-up activities to practice teaching do you expect from the trainees for the effectiveness of their supervision?
 3. What changes or additions in the tasks and duties of teacher educators will, in your opinion, help them to be more effective and efficient class room teacher?
 4. What role do you expect from a teacher educator in the development of programme for teacher education?
 5. What specific job do you expect from teacher educators in the task of conducting examination, evaluation and appraisal?
 6. What type of extra-class and co-curricular programmes do you expect for teacher educators to organise and plan in the college? What role should they play in extra class and co-curricular programmes?
 7. What research activities do you expect from teacher educators?
 8. How should teacher educators provide diagnostic and remedial programmes?
 9. ~~What research activities do you expect from teacher educators?~~
 10. ~~How should teacher educators provide diagnostic and remedial programmes?~~

9. If teacher educator is regarded as a professional leader, what activities and programmes, do you believe, a teacher educator should necessarily undertake to maintain this status?
10. What additional duties or tasks do you suggest for teacher educators for playing more effective roles in their job area?
11. Are there any unnecessary duties being performed by teacher educators which should not form a part of their job? Please elaborate.

Appendix 111 (C)

INTERVIEW SCHEDULE FOR TEACHERS (1111EE6)

1. By virtue of his status a teacher educator is a professional leader. What expectations do you have from him which he should necessarily fulfill as part of his job?
2. What changes or programmes would you like to suggest to make a teacher educator's job more real and practical?
3. What changes or modifications do you suggest to make teacher educators' supervisory role more real, practical and effective?
4. As a classroom instructor, what ~~tasks~~ tasks should a teacher educator perform?
5. A teacher educator provides guidance in (a) research, (b) lesson planning, (c) organising co-curricular activities.
What modifications or changes in his guidance programme will suit your expectations?
6. Which out-of-class activities and programmes ^{should} a training college/college^{organise} for pupil teachers to have any bearing on their professional growth? What part should a teacher educator play there in?
7. Which functions, or duties actually performed by a teacher educator should not, in your opinion, be a part of his job?
8. What part should a teacher educator play in the organisation of field activities?
9. What duties should a teacher educator perform in the evaluation and examination programmes in the college? What changes would you like to suggest in his duties?
10. Do you expect that teacher educators of training colleges should help and guide you even after your training programme is over? Please indicate the situations in which you expect his help..

Appendix III (C)

Interview Schedule for Teacher Educators

Questions	Hints
<u>1a. Orientation Programmes</u>	
1. How do you orient the newly admitted pupil teachers?	
2. What is the duration of such programmes?	
3. Have you to provide counselling and guidance services to pupil teachers at this stage? What are they?	
4. Have you to collect any information or particulars from the students? How do you do it?	
5. What more, in your opinion, should a teacher educator do to orient the pupil teachers?	
<u>2. B. Student Teaching</u>	
6. Does your college organ. ^{orientation} se. lectures? What knowledge do you impart in such lectures? What more knowledge should be imparted at this stage?	
7. Do you have any special programme in your college to train pupil teachers in the observation of teaching before demonstration lessons start?	
8. What directions and drill do you give pupil teachers for meaningful and objective observation?	
9. Have you to evolve any tool for this observation? What measures do you take to develop such tools?	
10. How do you ascertain that student teachers observe lessons on right lines? How should it be done?	
11. Is the series of demonstration lessons given by you exclusively? What functions do you perform in this connection?	
12. In case a cooperating teacher gives demonstration lesson, how do you guide him?	

13. What difficulties do you often experience in giving demonstration lessons and in guiding the cooperating teacher who gives the demonstration lessons?
14. What efforts do you make to maximise the benefits of the demonstration lessons to the pupil teachers?
15. How do you systematise the discussion that follows a demonstration lesson? How can it be made more useful?
16. If given full freedom, what additional steps would you take to improve the programme of demonstration lessons?

3. Student Teaching (Planning)

17. What duties do you perform for the placement visits of student teachers in schools for practice teaching?
18. What procedure do you adopt for guiding pupil teachers in unit planning and lesson planning?
19. What additional measures may be taken by a teacher educator for more effective guidance in unit and lesson planning?
20. What problems do student teachers bring to you during the planning of lessons and units? How do you deal with them?
21. What considerations do you keep in mind while approving or rejecting a lesson or unit plan?
22. Do you think that a teacher educator should prepare a few model unit and lesson plans? If yes, how would you like to make use of these?
23. What measures do you take that the pupil teachers follow your directions properly for planning units and lessons?

4. Student Teaching (Supervision)

24. What help or assistance do you extend to student teachers in the schools before they enter their classrooms for teaching?
25. What help do you give during their teaching?
26. Do you think that a teacher educator should intervene to demonstrate the right teaching and proper handling of the class, if you find student teachers' performance below satisfaction?

27. What factors do you keep in mind while writing down the remarks?
28. What dimensions of teaching do you observe there?
29. What steps do you take to ensure that pupil teachers are punctual and follow your instructions properly?
30. What difficulties do you experience in your supervision? How do you overcome them?

5.3. Student Teaching (Evaluation)

31. What functions have you to perform for the evaluation of student teaching?
32. Do you record the performance of student teachers of the pupil teachers in writing?

5.4. Participation of Pupil Teachers in School Life and Extra School Activities

1. In addition to the practice teaching, do you provide any other opportunities to pupil teachers to participate in other aspects of school life? If not, should there be such opportunities? If yes,
2. /What are those aspects of school life in which the pupil teachers participate?
3. How do you supervise such participation?
4. What problems do the student teachers and you often face in the programmes facilitating participation in school life? How do you handle such problems?
5. If yes, do you have any programme for pupil teachers to undertake survey of community resources?
6. What programmes are those? If not, do you think there should be any such programmes? Please elaborate.
7. What steps do/should you take that the maximum amount of local material is used by student teachers in preparing instructional materials? Do you think, student teachers should get the training to prepare instructional materials of the local stuff? If yes, what is your opinion on the suggestion that a teacher educator should take some periods in the schools to keep in touch with the subject, staff, curriculum and refresh his teaching skill to be able to give demonstration lessons more effectively.

8. Do you organise any programme so that students may get training in handling the deviant and problem students? What programmes do you have?
9. If not, do you think that conducting a case study will help pupil teachers in knowing how to deal with the problem children in a more effective way?
10. How do you guide case study work?
11. Do you have any other research work for pupil teachers during the student teaching programme? Please elaborate the items.
School survey critical study of a school programme.
12. How do you guide such research work for B.Ed. students? How do you supervise?
13. What problems or difficulties do you face in guiding the research programmes for B.Ed. students?

7. Classroom Teaching (Lectures)

1. What preparations do you make for class lectures? What literature do you generally consult? What should actually be done for such preparations?
2. How do you introduce your lectures? How can it be better introduced?
3. What aids do you use for teaching?
4. Do you often check that what you are teaching is being followed by pupil teachers? How do you check it?
5. How often and how much home assignment do you give? How often and how much should home assignment be given?
6. How do you check home assignment?
7. Do you take any steps to ensure that pupil teachers do their home assignment properly and regularly? What steps do you take?
8. Do you take note of the backward and gifted students while teaching? How do you do it?
9. What problems do you experience in your class teaching? How do you take them?
10. Do you evaluate the scholastic achievement of the pupil teachers? How often?

11. how do you evaluate it?

8. Tutorials

1. how do you organise tutorials in your college? how often? What criteria for grouping? how do they function fixed/rotating?
2. What type of activities and programmes do you have in the tutorials?
3. do the tutorials help in the college administration in any way? how?
4. do the tutorials help you in diagnosing any deficiencies or weaknesses of the pupil teachers? how do you diagnose? What type of deficiencies do you diagnose? if given freedom, do you think a teacher educator should teach so? how should it be done?
5. do you undertake any tutorial programme in the tutorials? please elaborate the nature and scope of such programmes? if given freedom, should teacher educators undertake such programmes? how should he do?
6. What type of problems of student teachers do you try to solve in the tutorials?
7. What difficulties do you experience in organising and running the tutorials? how do you overcome them?
8. do you evaluate the functioning of the tutorials at the close of the session for modifications and improvements for the next year? how do you do it?

9. Guidance and Participation in co-curricular programmes

1. Which are the co-curricular activities and programmes organised in your college? please specify their nature and scope?
2. Which co-curricular activities are you associated with?
3. What role do you perform in the organisation of the co-curricular activities?
4. do you counsel or guide pupil teachers to participate in a certain activity? on what basis do you counsel them?
5. do you actually participate in any co-curricular programme? what is the nature and scope of your participation? if not, what should be the nature and scope of teacher educator's participation in such activities?

6. What help and assistance do you extend to the pupil teachers in conducting a co-curricular programme?
7. Do you give any knowledge or skill to the pupil teachers for effective organisation of co-curricular programmes? Please describe this point.
8. If given full freedom, how can teacher educators perform his role better as guide for organising co-curricular activities?
9. What problems or difficulties do you face in organising such programmes? How do you deal with them?
10. What problems do students often experience in conducting co-curricular activities? What is the nature and scope of your help in such situations?
11. What problems do students often experience in conducting co-curricular activities? What is the nature and scope of your help in such situations?

10. Development of Curriculum

1. What type of literature have you to study for revising or developing curriculum - syllabi, researches, reports, note on experiences, needs facilities experiences.
2. Do you undertake any research work for gathering any data for curriculum development? What data do you or/and should you collect?
3. Whom do you consult for this work? What is the nature and scope of this consultation?
4. What difficulties do you experience in the task of developing curriculum? How do you overcome them?
5. Ideally, what steps should a teacher educator take for developing or revising curriculum?

11. Professional Growth

1. Do you think that it is the duty of a teacher educator to grow professionally?
2. What efforts do you make for your professional growth?

3. What difficulties do you experience in your efforts for your professional growth?
4. If given full freedom, what more should a teacher educator do for his professional growth?

12. Professional Leadership (extension work)

1. Do you keep yourself in touch with the problems of the teachers and school staff?
2. Do you help and guide school staff in their professional problems? If yes, how do you do it?
3. Please elaborate the nature and scope of the help and guidance extended to them by you. Also indicate the occasions when you help and guide them.
4. What difficulties do you experience in helping and guiding school staff?
5. How should a teacher educator perform a professional leader's role?

13. Administrative Responsibilities

1. What administrative responsibilities do you share ^{with} ~~to~~
 - i) Planning.
 - ii) Organisation.
 - iii) Communication.
 - iv) Examination and evaluation- tests, home assignments, assignment sessional work.
 - v) Supervision of non-academic aspects of college work.
 - vi) Coordination.
2. Which of the above duties, in your opinion, should not form a part of teacher educator's job?

14. Guidance in Research

1. What type of research work do you guide at -
 - a) B.Ed. level?
 - b) M.Ed. level?

2. How do you guide pupil teachers?

- a) in the selection and formulation of the problem
- b) in developing a plan
- c) in deciding, developing and administering tools and techniques
- d) collection of data
- e) analysis of data
- f) interpretation of data
- g) reporting.

3. What other help, in addition to guidance, do you extend to the pupil teachers?
4. What difficulties do pupil teachers generally experience in research work? How do you help them?
5. What problems do you experience in guiding pupil teachers in research?
6. How do you evaluate the research work of your pupil teachers?
7. What preparation have you to make for guidance in research?
8. If given full freedom, how will you guide pupil teachers in research?
9. Do you ascertain that your guidance is effective? How do you do it?

15. Examination

1. What examination responsibilities do you perform?
2. Do you think any of this work is not justified to be included in your duties? If yes, please specify?

16. Miscellaneous

1. What more duties and responsibilities do you discharge as teacher educator that we have not discussed so far?
2. In addition to what we have discussed so far, what should a teacher educator do to perform his job more effectively?
3. Which of the discussed functions of teacher educators in your opinion, are not justified for inclusion in his job?

Appendix IV

Observation schedule for class lectures

1. The T.B. takes attendance.

2. T.B.'s verbal behaviour

Gives aims

Defines terms.

Explains:

a) Fact.

b) Teaching aid.

Asks:

a) Designates students, asks questions.

b) Asks questions, designates students.

c) Gives question.

d) For questions

Answers:

a) Own questions.

b) Student question.

Repeats:

a) student answer.

b) Any point.

c) Key word.

Gives examples.

Gives direction.

Asks recapitulatory and testing questions.

Suggests reference literature.

Suggests problems/topics

Assigns home work

In the capacity of a supervisor -

What functions and how differently a lecturer perform?

3. T.B.'s non-verbal behaviour

Stands:

a) Behind desks.

b) At board.

MOVES:

LEANS ON DESK.

SMILES.

DEMONSTRATES.

- a) Teaching aid.
- b) Gestures.
- c) At board.

LOOKS AT NOTES, COURSE OUTLINE.

USES:

- a) Board for
 - 1. Diagrams.
 - 2. Spelling errors.
 - 3. Names of books.
 - 4. Author's name.
 - 5. Data.
- b) Charts/maps
- c) Models.
- d) Films.

4. Socio-~~XXXXXXXX~~ Emotional Behaviour

Praises/encourages.

Criticises.

Tension release.

Threatens, warns.

Challenges students.

Makes courteous remarks.

Makes sarcastic remarks ridiculous.

Expresses sympathy.

Jokes.

Interrupts speaking pupil.

Intolerates pupil suggestion.

Check list for observation of interactions

A - Assignments and Sessional Work

1. Selection of problem topics.
 - a) Initiated by the teacher/educator.
 - b) Initiated by the P.T.
 - c) Is made after mutual discussion.
2. Bibliography is suggested by the T.E.
The T.E. helps the P.T.s in the preparation of bibliography.
3. A synopsis is given by the T.EA.
Synopsis is made by the P.T. in the class/at home.
4. Synopsis is approved.
 - a) by the P.T. after making corrections without discussion with the P.T.
 - b) by the P.T. after discussing certain points with the P.T.
 - c) through other P.T.'s participation in the discussion.
5. presentation of the assignment/essay in the class.
 - a) readiness/defects are pointed out by the T.E. by other P.T.'s.
 - b) observation are made by the T.E. by other P.T.s
 - c) Corrections are suggested by the T.E. by other P.T.s.
 - d) improvements are suggested by the T.E. by other P.T.s
 - e) Noteworthy points/are appreciated and pinpointed by the T.E. the other P.T.s.

B - Category for observation of interaction^c

Socio-emotional Behaviour

A. Positive Reaction

1. Shows solicarity, jokes, raises others' status, gives help.
2. Shows tension release, laughs, shows satisfaction.
3. Shows agreement, passive acceptance, understands, concurs, complies.

b. Relative reaction

1. Shows disagreements, passive rejection formality, withholds help.
2. Shows tensions, asks for help, withdraws out of field.
3. Shows antagonism, deflates other's status, defends or asserts self.

c. Task behaviour

c. Problem solving attempts

1. Gives suggestion, direction, implying autonomy for other.
2. Gives opinion, evaluation, analysis expresses feeling, wish.
3. Gives information, orientation, repeats, clarifies, conformed.

d. Questions

1. Asks for information, orientation, repetition, confirmation.
2. Asks for opinion, evaluation, analysis, expression of feeling.
3. Asks for suggestion, directions, possible ways of action.

7. Correction is made by T.L.

- a. at home.
- b. in the class.
- c. in free periods in the college.

8. In correction main stress is laid on:

- a. matter.
- b. style of presentation (organisation of the matter).
- c. language.

9. Evaluation is made by the T.L.

- a. marks are given.
- b. marks are tabulated.
- c. record is prepared.

Examination preparation

1. For discussion important/significant questions are selected.

- a) by the T.L.
- b) by the P.T.s
- c) mutually on the basis of certain important topics.
- d) on the basis of the problem pointed out by the P.T.s

2. Discussion is initiated.

- a) by the T.L.
- b) by the P.T.s
- c) through mutual participation.

3. Suggestions for the proper answer to the questions are given by the T.L. about -

- a) the matter.
- b) the presentation.
- c) the language.
- d) time factor.
- e) length of answer.

A Checklist for observation of guidance to student Teachers in the preparation of lesson plan by the T.L.

- 1. The T.L. initiates the problem of preparing lesson plans.
- 2. The T.L. talks to the P.T.s about the necessity of formulating the objectives of the lesson to be taught.
- 3. The T.L. classifies the exemplary objectives in terms of behavioural output.
- 4. The T.L. talks of the need of lesson being split into certain units.
- 5. The T.L. teaches the concept of a unit.
- 6. The T.L. teaches the procedure of preparing a unit plan.
- 7. The T.L. demonstrates an example of a unit plan.
- 8. The T.L. answers the questions of the P.T.s
- 9. The T.L. evolves a unit plan with the help of the P.T.s
- 10. The T.L. talks of the division of unit plan into sub-topics.

11. The T.M. discusses the pin-points significant points of the unit plan.
12. The P.T. teaches the evaluation of the unit plan.
13. The T.M. collects unit plan -
 - a) at home.
 - b) in presence of the P.T.s
 - c) in his free periods.

A Check List for observation or supervision
of Practice Teaching

1. The T.M. makes school contacts.
2. The T.M. visits the classroom of the P.T.
3. The T.M. writes down comments and suggestions in the P.T.'s lesson note book.
4. The T.M. evaluates the practice teaching on the basis of -

A. Preparation of the Lesson

- i) Clarity of objectives.
- ii) Appropriateness of subject matter to class level.
- iii) Relatedness of subject matter of objectives.
- iv) Adequacy of the subject matter.
- v) Organisation of the subject matter.
- vi) Provision for appropriate activity.
- vii) Provision for teaching aids.

B. Teaching of Lesson

- i) Appropriateness of method employed.
- ii) Appropriateness of introduction, development and application.
- iii) Classroom motivation.
- iv) Techniques of questioning.
- v) Classroom use of teaching aids.
- vi) Pupil participation.
- vii) Class supervision.

viii) blackboard work.

ix) class discipline.

x) Home and class assignment.

C. Classroom Management

i) Attention or class cleanliness.

ii) SEAT Postures of students.

iii) Seating arrangement.

iv) Light and ventilation.

D. Teacher's Personality Factors

i) Self confidence.

ii) Voice.

iii) restraint in speech.

iv) Appearance.

v) manners.

vi) noise in learning.

vii) Attitude to pupils.

E. Human Relationship in the classroom

i) Attention to individual needs of students.

ii) Sense of humour.

iii) Emotional stability.

iv) dealing with response of students.

v) Objectivity.

vi) Democratic leadership.

vii) Skill in cooperation.

F. Skill in Measuring

i) Diagnosis of pupil's difficulties.

ii) Appropriateness of recapitulatory questions.

G. Overall Impression of the teaching - Needs rapport and more discussion.

i) The T.E. discusses the comments/observation with the P.T.s after the class is over.

ii) The T.E. clarifies his comments/observations to the P.T.s

A check list for observation of guidance to student
teachers in the preparation of lesson plan

By T.T.

1. The T.T. initiates the problem of preparing lesson plans.
2. The T.T. talks to the P.T.S about the necessity of formulating the objectives of the lesson to be taught.
3. The T.T. clarifies the exemplary objectives in terms of behavioral.
4. The T.T. talks of the need of the lesson being split into certain units.
5. The T.T. teaches the concept of a unit.
6. The T.T. teaches the procedure of preparing a unit plan.
7. The T.T. demonstrates an example of a unit plan.
8. The T.T. answers the queries of the P.T.S
9. The T.T. evolves a unit plan with the help of the P.T.S
10. The T.T. talks of the division of unit plan into sub topics.
11. The T.T. discusses and pinpoints significant points of the unit plan.
12. The T.T. teaches the evaluation of the unit plan.
13. The T.T. collects unit plans -
 - a) At home.
 - b) in the presence of the P.T.S
 - c) in his free periods.

7. Sampling.
8. Data collection.
9. Analysis.
 - a) Description
 - b) Statistical
 - c) Figurative.
10. Interpretation.
11. Reporting.
12. Typing, printing, sequencing of matter, binding.
13. Action research.
14. Case study.
15. Project.
16. Viva Voce.

Appendix V

Review of Related Literature

Before undertaking the actual investigation in hand and preparing a tentative plan for study, the existing literature available in connection with the problem in the form of books, research papers, articles in various journals etc. was studied, as a survey of related literature was considered an essential prerequisite to actual planning and execution of any research problem. The main purpose of such a survey is to avoid duplication and unnecessary repetition of work, to get accurate knowledge of the completed aspects of the research problem in hand; to get benefit from similar studies as regards the method adopted, the data collected, procedure of analysis followed, conclusions arrived at and further research suggested.

Keeping in view these considerations, some of the studies available have been summarised below.

Shri P.C.Sadh¹ made a study entitled "Expectations of headmasters of secondary schools from Teachers' Training College programme." He collected data regarding the expectations of the headmasters of U.P. and Rajasthan secondary schools from prospective teachers. The Teachers

1. P.C.Sadh: Expectations of headmasters of Secondary Schools from Teachers Training College programmes. A B.Ed. Dissertation submitted to the University of Jdaipur, 1965.

colleges are expected to prepare such teachers. These expectations were categorised as follows:-

1. Skills and abilities.
2. Knowledge and understanding.
3. Attitudes and interests; and
4. Other expectations.

The implications of the data are that a training college programme should be based on these needs. On the basis of the study, the investigator suggested some changes in the syllabus of the B.Ed. course.

- i) Replacement of the annual theory examination by sessional work and viva voce and greater emphasis on internal assessment.
- ii) New methods of teaching should be demonstrated. More practice of effective teaching with emphasis on assignment, correction should be given. Block practice teaching be adopted. More practice in blackboard writing and sketching should be given.
- iii) Researches should be conducted for evolving suitable methods of teaching.
- iv) Provision of practical experience for preparing, administering and assessing the results of new type tests, practical knowledge of intelligence tests, study of individual differences among children and how to deal with them in classroom situation.
- v) Knowledge of school accounts and maintenance of school records, practical training in the organisation of co-curricular programmes, knowledge and experience of using community resources for the development of the school.
- vi) More emphasis on tutorials should be given. Discussion and seminar methods should be given due place.

A similar study was made by S.K. Mittal: 'A Study of Expectations of Secondary School Teachers from the Teachers' College Programmes'². The author recommended

2. S.K. Mittal: M.Ed. Dissertation submitted to the University of Delhi in 1966.

greater emphasis on and the extension of the period of practice teaching programme.

Another study was made by M. S. Kapoor on "An investigation of the impact of Teacher Education Programme on the Teaching Practice of trained teachers"³.

While assessing the impact of teacher education programme on the teaching practice of trained teachers, the author suggested the following which have bearing on the roles of teacher educators:-

- (i) practical training in the preparation and administration of intelligence, ability, personality and achievement tests should be provided;
- (ii) programme of practice teaching should be of longer duration;
- (iii) inservice education programme should be organised to keep the teacher abreast of the new changes and trends in education.
- (4) Usha Sundari Jain made a study of "Supervision and evaluation of practice teaching programme in a teachers' Training College".⁴

On the basis of the data collected through interviews and questionnaire, the author evolved a comprehensive criteria for evaluating practice teaching programme which the author thinks the teacher educators should use. The criteria include the following points:-

-
3. M. S. Kapoor: "An investigation into the impacts of Teacher Education Programme on the Teaching Practice of Trained Teachers" M.Ed. Dissertation submitted to the University of Jaipur in 1960.
 4. Usha Sundari: "Supervision and evaluation of practice Teaching Programme in a teachers Training College". M.Ed. Dissertation submitted to the University of Rajasthan in 1960.

1. Personality Factors.
2. Classroom Management.
3. Teaching Preparation.
4. Teaching Skills.

3. H.L. Tamblin in his study, "A Study of Block Practice Teaching Programme of a Teachers College"⁵ has tried to indicate the procedure followed for block practice teaching in groups of 10 to 12 trainees sent to selected schools under the guidance of a lecturer. The student teachers work for about a fortnight in the allotted schools under the joint supervision of the cooperating headmaster and the supervisor concerned. The student teachers work as full time teachers and are responsible to the cooperating headmaster.

The cooperating headmaster also evaluates the work of the student teachers and sends his evaluation report to the Principal.

The student teachers plan and teach four periods a day in their two teaching subjects. They assign home work and check it.

The duties about the school assembly, games, library, school magazine and cultural activities, etc. are distributed among the student teachers and they take the responsibility for these duties as regular teachers of the school.

The student teachers are required to remain

5. H.L. Tamblin: "A Study of Block Practice Teaching Programme of a Teachers College".

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present in the school for whole school time.

The student teachers take attendance of the classes and then maintain attendance registers, cumulative records, etc.

The student teachers acquaint themselves with the cultural background of the school children and submit one essay each on one of the activities of the school. These essays become a basis of the study of the school as a social institution.

The student teachers organise trips and excursions.

They prepare achievement tests and administer them.

They give demonstration lessons and discuss the methods of teaching various school subjects with the cooperating teachers.

6. Mrs. S. S. Mukerji's article on "Professional Preparation of Teacher Educators and Educational Administration"⁶ traces the history of the education of teacher educators and educational administrators. The author points out that the teacher educators are inadequately prepared for their job and emphasises the need for reform. The author also refers to the work done by the I.T.E. and the recommendations of the Kolhari Commission Report and the Report of the Working Group for preparing a model syllabus for M.Ed.

6. Mukerji, S. S.: "Education of teachers in India Vol. I (ed. S. S. Mukerji) New Delhi: S. Chand & Co. 1968 pp 40/422.

6. Dr. S. L. Chatterjee made a study on "The Training of Teacher Educators for Secondary Education". He observes:

the teacher must be able to avoid verbalism and infuse correctness and fertility in teaching and break down the barriers between life and learning and between the school and the community, promote independent studies and work by the students, and transform the bookish school into an activity school..... The teacher should be able to appreciate and handle the modern techniques of the teaching learning process like the project and problem methods, library assignments for self study, group discussion and cooperative work.

Those students at the school and collegiate stages who show the right social qualities and professional aptitudes must be spotted out and trained for the job of a teacher.

During practice teaching and criticism lessons, the trainees may be tried for qualities of initiative and leadership and in the use of improved method of the teaching-learning process. Those who come out of the course with credit should be encouraged to continue their studies at the M.Ed. level.

Those who pass the M.Ed. creditably should be drafted to the training college as interneers for at least one year. This period should be spent by each candidate to work under supervision in the field in which

7. Pillai, R. L.: "The Training of Teacher Educators for Secondary Education" in Symposium on Teacher Education in India. Ambala Cantt; The Indian Publications, 1964.

He would later become a teacher in the training college. He may observe the lecturer concerned at work and assist him in that work; he may assist him in the collection of notes and discuss with him the why and the how of every step; he may participate in the supervision of class-room lessons and practice teaching and learn the tricks of the trade. He may be of direct action teacher; design project work, form examinations, etc. He should also be made to teach a few periods in the school every week and observe the teaching of selected teachers with a view to a critical discussion of their work with them after the lesson.

The lecturer in a training college should not only possess up-to-date knowledge of his own field, but he should also be able to put into practice his theoretical knowledge in actual school and class room situations; for instance, lecturers in psychology are deeply absorbed in the coverage of the syllabus without indicating the practical applications or the theories of pupils' growth or reaction. The laws of learning, the curve, the plateau, etc. are all so many isolated fragments of information. All that is attempted is to memorise the material.

2028. Prof. P. L. Roy has made a study on 'Suggestions for a programme of practical training for pupil teachers in secondary training colleges'.⁶

6. P. L. Roy; Symposium on teacher Education in India, I.A.T.E., Amalala Cantt. The Indian Publications. 1964.

The author first draws up a list of experiences and knowledge that a teacher requires. The list includes:-

1. knowledge of text books.
2. Co-curricular programmes.
3. Records of registers.
4. Teaching aids.
5. Evaluating achievement.
6. Inspiring the children.
7. Practice teaching.
8. Physical education.

9. ~~Latika~~ Latika Rajpai has made a study on "Co-curricular work in Training Colleges" and gives a list of co-curricular activities of teacher colleges in India.⁹ These are:-

1. Literary: Annual and monthly magazines, bulletin, wall magazines;
2. Debates, symposia, Training Assembly programme, Study Circle, etc.
3. Dramatics and speeches.
4. Music and dancing.
5. Games and Athletics.
6. Exhibitions.
7. Extra-mural and intra-mural lectures.
8. Scouting, Guiding and Red Cross.
9. Labour camps and Citizenship camps.
10. Mock Courts, Parliament, etc.

9. Latika Rajpai: Symposium on Teacher Education in India, I.A.T.L., 1964 pp 217-220.

11. excursions, educational visits, excursions.
12. educational gatherings.
13. Institute and staff meetings.
14. Annual functions, term-end week.
15. Celebrations of festivals, national days, etc.
16. Some form of student government.
17. Hobby class - Gardening, Cinema, Club, Sports, Film Society, Social Service, Journalistic Society, etc.

10. M. N. Aisane and D. L. Ghanchi made a study of the valuation of practice teaching.¹⁰ The authors suggest criteria for the evaluation of practice teaching. The items of the criteria include:

1. Clarity of objectives.
2. Mastery of the subject.
3. Pupils' involvement in the lesson.
4. The range of activities provided and their productivity.
5. Presentation of the lesson.
6. The extent to which interest is created.
7. The teacher's attitude towards the pupils.
8. The technique of evaluation adopted by the teacher.
9. The relation of the lesson unit with actual life.
10. Class Management.
11. Clarity of thought.
12. The consistency and the logical nature of thought.

10. M. N. Aisane and D. L. Ghanchi: Symposium on Teacher Education in India, 1964.

13. Efficiency and adequacy of language.
14. Preparation for the test.
15. Black board work.
16. Oral habits.
17. Misc.
18. Home work.

11. Richard Dunlop has studied how 'Professional educators, teachers and students assess the counsellors' role'.¹¹

In this work a list of 100 tasks was developed on the basis of a survey of related literature. These tasks were included in an questionnaire. Subjects were asked to read each task and to indicate (1) should, (2) probably should, (3) probably should not and (4) should not.

L.R. Metzler Wilson in an article on "Use of Job Analysis towards more effective Educational Administrative practice"¹² discusses what job-analysis is, how it is made, what form-sheet may be used, how a suitable tool may be developed.

Concluded on this project¹³ in view of the drawbacks of the existing practice regarding personnel suggested the following:-

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11. Dunlop Richard: The Personnel and Guidance Journal, June, 65, pp 1024-28.
 12. L. Metzler Wilson: Educational Administration and Supervision, Feb., 1954.
 13. Committee on Plan Project: Report on Teacher Training, New Delhi, Ministry of Education, Government of India, 1964.

1. It is worthwhile to examine the actual entry course for the B.A./B.T. examinations of Indian universities from the point of view of the actual needs of the teachers in schools.

2. There should be a systematic and comprehensive programme of practical work which should include:-

- i) Practice teaching.
- ii) Observations of pupils and lessons.
- iii) Criticism lessons.
- iv) Study of different types and grades of schools.
- v) Organisation and participation in co-curricular activities.
- vi) Follow up assignments given to school children.
- vii) Preparation of case studies.
- viii) Construction and administration of scholastic achievement tests.
- ix) Blackboard work.
- x) Sociometric study of groups in the classroom.

iii) L.D. Rowsam in his article "Revolution in Teacher Education"¹⁴ after discussing the limitations of teacher education in vogue, emphasises the need of a changed teacher education programme and identifies the following main tasks for the college of education:-

1. To exemplify and practice what is advocated.

14. L.D. Rowsam: Revolution in Teacher Education, Vol. II, No. 3, (April, 1968).

2. to test and demonstrate the best teaching practices, innovations for the elementary and secondary schools of the nation.
3. to re-examine the professional components of teacher education so as to ensure that relevant insights from the social and behavioural sciences are included in professional education courses.
4. to develop laboratory training programmes, utilising the latest technologies and insights and to make preparations programme more effective.

Sri B. .Mishra in his paper on "Modernisation in India and the role of teacher education"¹⁵.

After underlining the need and inevitability of the process of modernisation, the author treats teacher education as one of the most significant factors in the process of modernisation. Regarding the roles of the teacher educator in the context of social change and modernisation, the author observes that teacher educators have to play an important role in accelerating the process of modernisation..... through grounding in pedagogical methods, a basic understanding of political, economic, psychological and cultural roles of education in the modernisation process there is need to identify and introduce improved procedures of teacher education and teacher preparation..... An attempt is made to make the syllabus of teacher education science based. At the end the author says:-

15. S. .Mishra: Modernisation in India and the role of Teacher Education: A paper read at the First Asian Conference on Teacher Education held at Bangalore between 14th and 19th June, 1971.

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Teacher Education Programme must develop -

1. An understanding of the social realities of our times.
2. A sensitivity to the needs of the individual learner.
3. An acquaintance with the dynamics of socialisation.
4. A realisation of human values, and
5. An adequate use of critical intelligence.

Research Assistants

•	•••••	•
•	1. Panna Lal Varma	•
•		•
•	2. S. K. Gangopadhyaya	•
•		•
•	•••••	•